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ABSTRACT

This report evaluates knowledge and attitudes of Connecticut students at nine, 13, and 17 years of age in the areas of citizenship and social studies. Phase I of test development was based on the National Assessment of Educational Progress model of testing at age level. The social studies skills and concepts of highest priority were developed by an advisory committee of Connecticut educators and were administered to 29 local school districts with 17,000 students participating. In addition to three objective tests, questionnaires were designed by grade level for local use in curriculum planning and evaluation. In the realm of local history students scored highest at the nine-year-old level while scores declined at the later age levels. In the areas of political science and knowledge of United States government all grade levels showed relatively low performance, while knowledge of the nature of conflict resolution was relatively high. Scores on citizenship remained constantly high, but performance on the role of political opposition was weak. Geography scores showed that students may be learning "place" geography rather than analytic/predictive skills. (MR)

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Connecticut Assessment of Educational Progress
Citizenship/Social Studies
1977-78

SUMMARY AND INTERPRETATIONS

Prepared by:

National Evaluation Systems, Inc.

Prepared for:

Connecticut State Board of Education
Bureau of Research, Planning and Evaluation

SO-011303

October 1978

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This report is part of the on-going program of the Connecticut Assessment of Educational Progress. The purpose of the assessment was to evaluate the knowledge, and attitudes of Connecticut students in the area of citizenship/social studies. During the school year 1977-78, approximately 2,800 students at each of three age levels - 9, 13, and 17 - were randomly selected from public schools in Connecticut to participate in the program. A citizenship/social studies test developed by an advisory committee of Connecticut social studies teachers specifically for the program was administered to each of these students.

At the same time, approximately 17,000 students participated in a local assessment program, offered in conjunction with the statewide assessment. Twenty-nine local school districts which elected to participate administered the same citizenship/social studies tests to their students in grades 4, 8, and 11 and received achievement results for individual students, schools, and the district as a whole. These results could be compared with those obtained statewide. Positive attitudes and knowledge in this area are essential in today's world. Public education has the responsibility for developing these attitudes and providing such knowledge to our students as they progress through the educational system. This assessment provides important information on how well we are meeting this responsibility.

This report describes the attitudes and achievement of Connecticut students with regard to citizenship/social studies considered important by Connecticut educators. Results are reported both by size of community and by region within the state, and, where possible, comparisons are made with the achievement levels of students in the nation and in the Northeast Region. Connecticut educators at both the state and local levels can use these results in making policy decisions about citizenship/social studies curriculum, instruction, and teacher education.

The Connecticut Assessment of Educational Progress in 1977-78 was sponsored by the Connecticut State Department of Education, conducted by National Evaluation Systems, Inc., and made possible by the time and effort of students, teachers, and administrators throughout the state. The cooperation of all participants is greatly appreciated.

Mark R. Shedd
Secretary
State Board of Education

MRS:gks

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PART I

BACKGROUND AND PURPOSE

A DESCRIPTION OF CAEP

Introduction

The Connecticut Assessment of Educational Progress (CAEP) is an ongoing effort to measure the success and effectiveness of educational programs in Connecticut's public schools. In 1977-78 the CAEP program included an assessment of the *citizenship/social studies* knowledge, skills, and attitudes of Connecticut 9-, 13-, and 17-year-olds in grades 4, 8, and 11, respectively. This citizenship/social studies assessment marked the sixth year of CAEP, and, as in previous years, was modeled after the National Assessment of Educational Progress (NAEP) in its basic goals, design, and methodology.

The 1977-78 assessment in citizenship/social studies was conducted by National Evaluation Systems, Inc. (NES) of Amherst, Massachusetts, under contract to the Connecticut State Department of Education (CSDE). The goals of the citizenship/social studies assessment were: (1) to collect baseline data for determining student growth in citizenship/social studies knowledge in future years, (2) to compare the achievement of Connecticut students with that of students nationally, (3) to provide achievement results useful in decision-making regarding curricula and instruction at both the state and local levels, and (4) to encourage school districts to adopt objective-referenced assessment procedures for local planning and evaluation.

The 1977-78 CAEP program included the development and administration of three objective-referenced citizenship/social studies tests, one for each age (grade) level assessed, as well as a test for young adults aged 26-35. In designing the tests, an Advisory Committee of Connecticut educators developed high-priority citizenship/social studies objectives for students across the state and selected matching test questions for each objective. NAEP materials were used wherever appropriate. In addition, the Advisory Committee developed a student questionnaire to be administered with the tests, as well as a questionnaire for the principals of all participating schools and a questionnaire for the young adults selected for the survey.

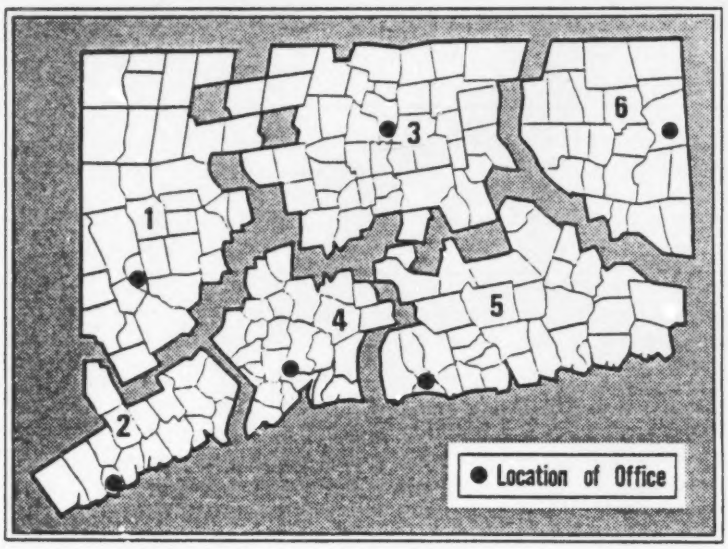
There were two primary components of the 1977-78 CAEP program: (1) Phase I: Statewide Testing and (2) Phase II: The Local Option, which allowed local school districts to use statewide tests for local planning and evaluation purposes. Phase I followed the NAEP model of testing students at three *age* levels, while Phase II followed the more traditional model of testing students by *grade* level. This report describes the results of Phase I, thereby permitting those districts who participated in Phase II to compare their results with statewide results. Since the large majority of students in each age group are enrolled in the respective target grade, comparisons of local with statewide results may be made.

Sampling Design

IN-SCHOOL SAMPLING. In order to provide information about the citizenship/social studies performance of students throughout Connecticut in a cost-effective manner, a sample of students at each age (grade) level was tested. The sampling procedure protected the anonymity of all students, schools, and school districts participating in the assessment. A total of 2,371 9-year-olds (fourth-graders), 2,576 13-year-olds (eighth-graders), and 2,300 17-year-olds (eleventh-graders) participated in statewide testing. These students represented 117 schools at the fourth-grade level, 114 schools at the eighth-grade level, and 101 schools at the eleventh-grade level. In all, 107 school districts were involved in statewide testing; 35 districts, as well as 16 vocational-technical schools, participated in the local option.

The statewide sample at each age (grade) level contained students from schools in each of six Connecticut regions and from schools in four sizes of community. The map below shows the division of the state into regions. The regions are identified in the key below the map.

CONNECTICUT REGIONAL EDUCATIONAL SERVICE CENTERS



Region 1: Regional Educational Services Concepts (through) Unified Effort (RESCUE)
Region 2: Cooperative Educational Services
Region 3: Capital Region Educational Council (CREC)
Region 4: Area Cooperative Educational Services (ACES)
Region 5: Project Learn
Region 6: Northeast Area Regional Special Educational Services (N.A.R.S.E.S.)

The sizes of community (SOC) were defined as follows:

SOC 1	"Big Cities"	= towns of more than 100,000 population
SOC 2	"Fringe Cities"	= towns whose borders are contiguous with Big Cities and whose populations exceed 10,000
SOC 3	"Medium Cities"	= towns of more than 25,000 population which are not Big Cities or Fringe Cities
SOC 4	"Smaller Places"	= all other towns

YOUNG ADULT SAMPLING. A total of 249 young adults aged 26-35 who received all of their primary and secondary schooling in Connecticut were sampled for the survey. The sampling, conducted by random-digit telephone dialing, ensured proportionate representation by young adults in all four sizes of community. Individuals contacted by telephone who met the age and education eligibility requirements and who agreed to participate comprised the quota of young adults to be surveyed in each size of community.

The Tests

Three objective-referenced tests, one for each age (grade) level, were developed by the Advisory Committee. Objective-referenced tests assess specific learning objectives; a student's score reflects achievement relative to a definite task rather than normative performance.

The tests were developed to assess knowledge and skills important to the major disciplines that comprise citizenship/social studies. All objectives at each level were considered to be within the *experience* of all children who have participated in a sequential social studies program. The objectives do not attempt to represent *all* the skills and concepts being taught at each level, but rather those skills considered of highest priority. Each test was field tested to determine the characteristics of each item in order to establish the reliability and content validity of the tests.

A list of the 13 objectives for 9-year-olds and the 14 objectives for 13-year-olds and 17-year-olds is presented in Table 1, categorized by goal area. There were 39 test items on the 9-year-old test, 66 on the 13-year-old test, and 66 on the 17-year-old test. Between two and eight items were matched to each objective. The test for young adults included a sample of items administered to 17-year-olds (for comparison purposes) as well as some additional NAEP items designed for this age group.

While some items were unique to an age group, others were administered to more than one age group. The reader should note that, while a given objective may be used for two different age groups, some test items matched to the objective differed for the two ages.

TABLE 1

List of Objectives Assessed

Goal Area	Objective
I. HISTORY	1. Have knowledge of local, state and United States history.
	2. Have knowledge about the historical development and contributions of past and present civilizations.
II. POLITICAL SCIENCE	3. Know the main structure, function, and processes of all levels of United States government.
	4.* Have knowledge about the ideology and practices of different political systems.
	11. Understand the nature of conflict among individuals, groups, and nations and evaluate alternative methods of resolving conflict.
III. CITIZENSHIP	5. Recognize rights and liberties essential to a pluralistic society and how they are guaranteed.
	6. Understand the duties and responsibilities of United States citizenship.
	7. Understand that political opposition and special interest groups have a legitimate and important role in democratic society.

*Not tested at age 9/grade 4 level

TABLE 1 (continued)

Goal Area	
IV. ECONOMICS	8. Have knowledge about economic systems and economic behavior.
V. GEOGRAPHY	9. Have knowledge about the relationships between human beings and their physical environment and understand some of the consequences of these relationships.
VI. SOCIOLOGY	10. Have knowledge about social organization and relationships between humans and their social environment and understand some of the consequences of these relationships.
VII. ANTHROPOLOGY	12. Have knowledge about "cultural universals" such as needs for shelter, communication, family organization, and religion and recognize that needs are satisfied in different ways in various cultures.
	13. Recognize that culture defines beliefs, values, and institutions and influences behavior.
VIII. PROCESS SKILLS	14. Demonstrate skill in locating, compiling and weighing the evidence and data necessary for clarifying issues and making decisions.

Student, Principal, and Young Adult Questionnaires

The purpose of developing student and principal questionnaires was twofold: (1) to identify characteristics of students and their schools that might prove to bear a relationship to citizenship/social studies achievement, and (2) to provide a general characterization of students and schools that, in itself, might prove useful to policy decisions. The young adult questionnaire, in particular, was designed to survey the opinions of this age group on the quality and nature of their citizenship/social studies education in Connecticut high schools. Highlights of outcomes related to these purposes are presented later in this report.

Test Administration

To limit the burden placed on school personnel, all test sessions were conducted by test administrators trained by NES. Testing sessions, lasting between 60 and 75 minutes, included the administration of the student questionnaire and the test for the respective age (grade) level.

All data collection in the schools occurred during October-November 1977 for 13-year-olds (eighth-graders), January-February 1978 for 9-year-olds (fourth-graders), and March-April 1978 for 17-year-olds (eleventh-graders). Workshops on test administration procedures were provided for district personnel who were participating in Phase II in order to ensure standardized and valid testing sessions.

The young adult survey (including both the test and the questionnaire) was administered by mail during April and May. Each respondent agreed to complete the survey independently without the assistance of resource materials or associates, and was paid ten dollars for participation in the survey.

Reporting the Results

Part II of this report describes the major outcomes of the assessment, focusing primarily on the citizenship/social studies achievement results. The sections of Part II discuss:

- performance on objectives
- comparisons of achievement by various groups of students within each age (grade) level

- comparisons of the achievement of Connecticut students with that of students in the nation and the Northeast region
- results of the student and principal questionnaires
- results of the Young Adult Survey
- the results for each item by age (grade) level, sex, region, and size of community within the state, and, where appropriate, for the nation

The interested reader may contact the Bureau of Research, Planning and Evaluation at the Connecticut State Department of Education for more in-depth information about the methodology and outcomes of CAEP.

Understanding the Results

Many of the results presented in this report involve comparisons of scores for various purposes. These include comparing Connecticut scores with NAEP scores, comparing scores of different age/grade groups, and comparing scores of various reporting groups within Connecticut. In each of these cases, the score of one "group" is compared to that of another "group."

Because the scores were generated on the basis of a *sample* of students, the score for each group should be considered an *estimate* of the true score of the *population* that the group represents (e.g., *all* 9-year-olds or *all* 13-year-olds in the state).

This means that if, for example, the score for a group is reported as 65%, the true score of the population is likely to be either that score or very close to it. It would be safe to say that the true score is probably no more than 2% higher or lower than the reported score. (See Technical Report for more detailed discussion.)

While there are many tables and graphs in the report, the narrative accompanying the tables highlights the most interesting findings of the assessment. Particular attention should be paid to the narrative, since it is intended to focus the attention of the reader on the most outstanding differences between groups.

In the interest of minimizing the importance of small differences between groups, the narrative will generally describe scores that vary by 2% or less as "about the same." The reader should bear in mind that such small differences are not likely to be educationally meaningful.

Additionally, the reader is advised that, where differences between groups are observed, one cannot conclude that this entails a cause-effect relationship. Such conclusions are not warranted on the basis of the data analyses performed. While there may be a *relationship* between achievement and a given variable (e.g., sex of the student), no indication is provided as to the reason or cause for the relationship.

Interpretive Activities

Part III of this report represents the interpretations of the Citizenship/Social Studies Advisory Committee based on the results of the assessment. Their interpretations of these results are presented here along with their recommendations with regard to citizenship/social studies education within the state of Connecticut. Their recommendations should prove interesting and valuable to those people—legislators, school superintendents, classroom teachers, and laypersons—concerned with providing quality citizenship/social studies education.

PART II

SUMMARY OF RESULTS

CONNECTICUT RESULTS BY OBJECTIVE

Introduction

In order to describe the achievement of Connecticut 9-, 13-, and 17-year-olds, CAEP results include performance on each test item and on each objective. In this section, results by objective are described for each age level in both graphic and narrative form.

Figures 1-3 display the average percentage of matching test items answered correctly on each objective by each age group. If, for example, students at a given age level show an average of 72% for a particular objective, this means that, on the average, these students answered correctly 72% of the matching test items. The reader is cautioned NOT to compare achievement levels across age levels on a given objective because the results are based upon different test items used for the three age groups. Group performance comparisons can be made on those items that were administered to all three age groups. These results are presented in Table 6.

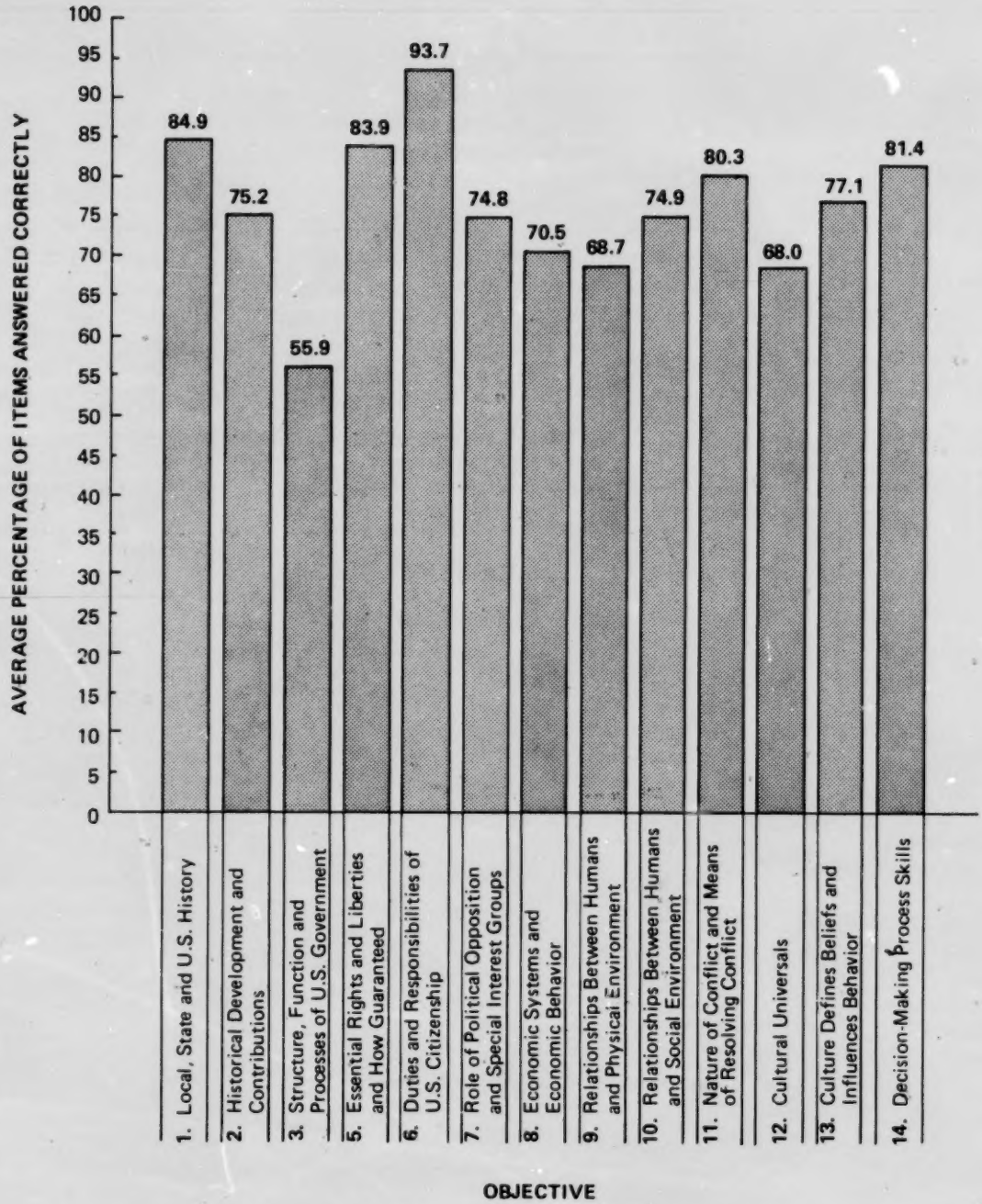
Achievement on Objectives

ACHIEVEMENT OF 9-YEAR-OLDS. Performance of 9-year-olds ranged between 93.7% correct for Objective 6 (Duties and Responsibilities of U.S. Citizenship) and 55.9% correct for Objective 3 (Structure, Function, and Processes of U.S. Government). They scored between 80% and 85% on four objectives: Local, State and U.S. History (Objective 1), Essential Rights and Liberties and How They Are Guaranteed (Objective 5), Nature of Conflict and Means of Resolving Conflict (Objective 11), and Decision Making Process Skills (Objective 14). Nine-year-old performance on the remaining seven objectives ranged from 68% to 77.1%.

ACHIEVEMENT OF 13-YEAR-OLDS. Thirteen-year-olds scored above 60% on half of the fourteen objectives, with the highest performance levels found on Objective 5, Essential Rights and Liberties and How They Are Guaranteed (79.3%) and on Objective 11, Nature of Conflict and Means of Resolving Conflict (71.8%). The lowest levels of performance were found on the four objectives measuring Local, State and U.S. History (40.9%), Structure, Function, and Processes of U.S. Government (49.1%), Ideology and Practices of Different Political Systems (52.0%) and the Relationships Between Humans and Their Physical Environment (52.0%).

FIGURE 1

Achievement on Objectives: 9-Year-Olds



NOTE: Objective 4 was not tested at the 9-year-old level.

FIGURE 2

Achievement on Objectives: 13-Year-Olds

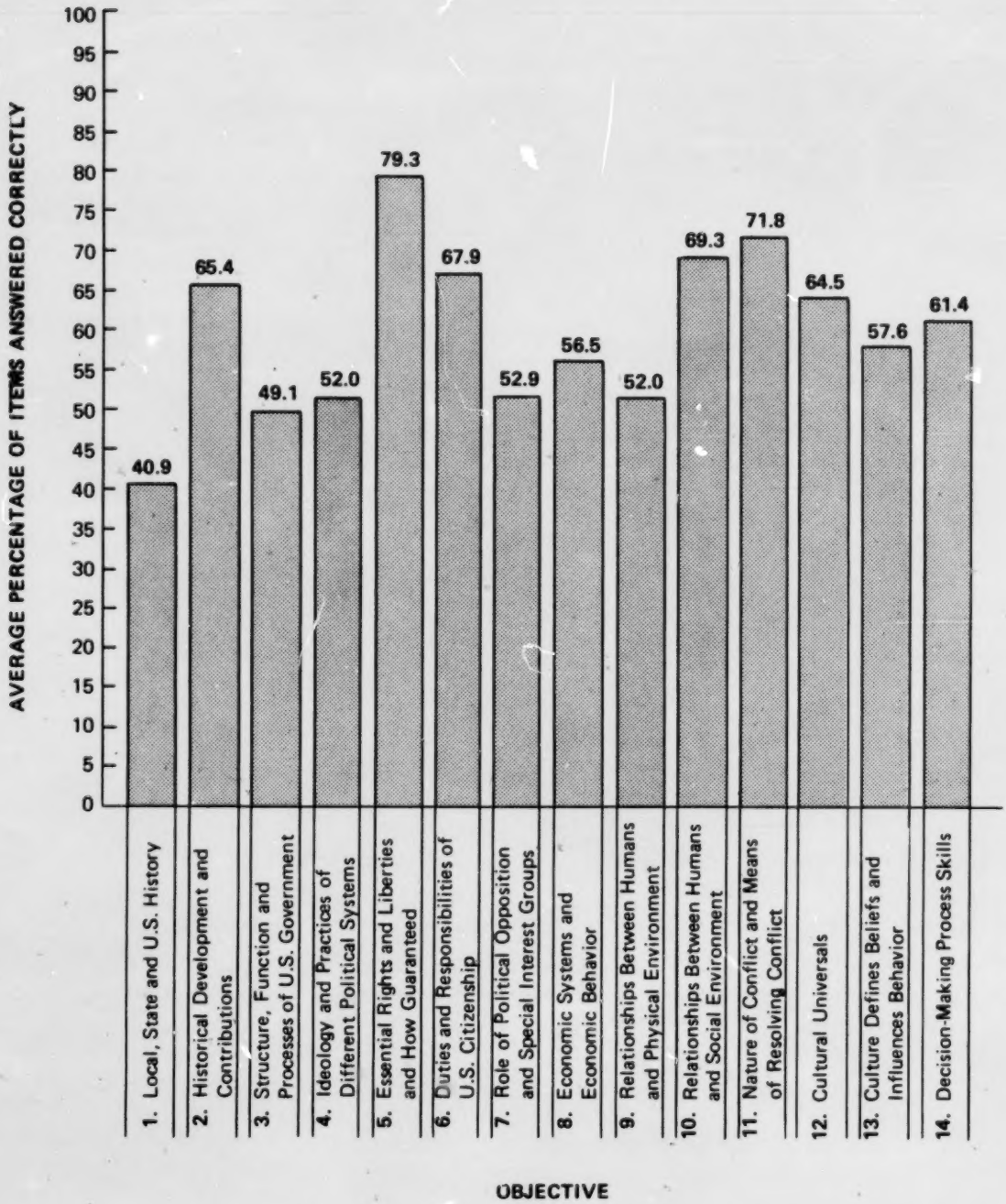
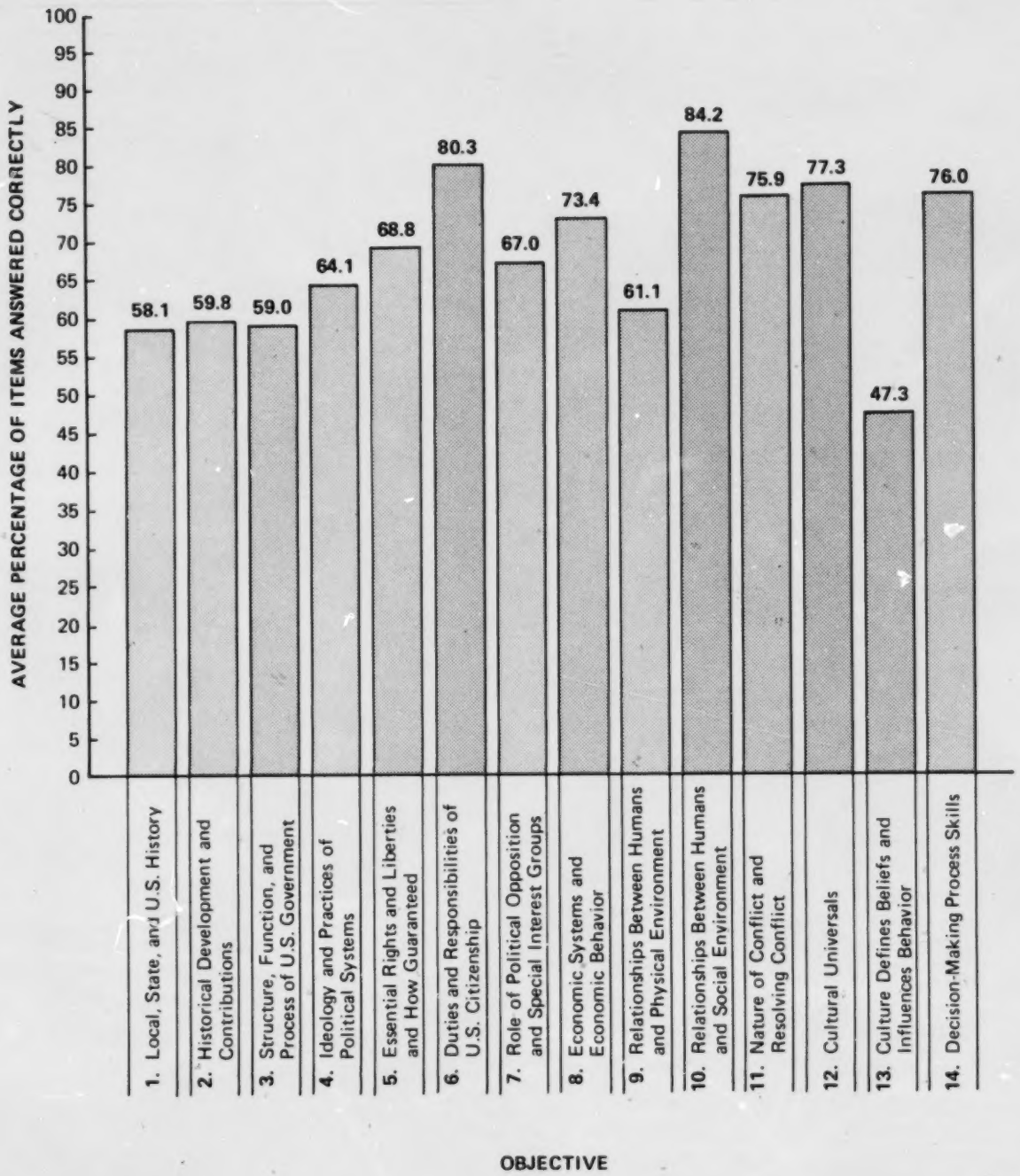


FIGURE 3

Achievement on Objectives: 17-Year-Olds



ACHIEVEMENT OF 17-YEAR-OLDS. Performance of 17-year-olds was less variable across objectives than that of either 9- or 13-year-olds. Performance on all but one objective ranged between approximately 58% for Objective 1 (Local, State and U.S. History) to 84.2% for Objective 10 (Relationships Between Humans and Social Environment). The exception was Objective 13 (Culture Defines Beliefs and Influences Behavior) on which 17-year-olds scored 47.3% correct. Of the remaining 13 objectives, performance ranged between 73.4% and 84.2% on six of them and between 58% and 68.8% on the other seven.

COMPARING TOTAL TEST ACHIEVEMENT OF SELECTED GROUPS OF CONNECTICUT STUDENTS

Introduction

The purpose of this section is to describe and compare the citizenship and social studies total test scores of selected groups of students within Connecticut. One question from the principal questionnaire and six from the student questionnaire were used to define these groups at each age level. Results by region and size of community are also reported.

The average percentage of test items answered correctly was computed for each student group. In each case the average for the group is compared to that for *all* students at that age level within Connecticut (the state average). The purpose of these analyses was to identify those factors that bear a relationship to student achievement. Achievement is defined as performance on the total test; that is, the average percentage of all *items* on the test answered correctly. Additionally, the percentage of *students* in each group is presented.

The reader is cautioned to refrain from drawing cause-effect inferences from these data. The differences observed reveal only a *relationship* between a given factor and achievement, *not* that the factor *causes* differences in achievement. In addition, the reader is advised to consider the magnitude of differences in scores between groups; even if statistically significant, differences between groups may be too small to be educationally meaningful.

Figures 4 and 5 display the results by region and size of community, respectively. Table 2 displays the results for the reporting groups based on the questionnaire responses. A narrative summary of the results follows.

Summary of Results

REGION OF THE STATE. At all age levels, there tended to be small differences between statewide achievement and achievement in the various regions. The highest performance relative to the respective state average was found for 9-year-olds in Region 3 (3% above the state) and 13- and 17-year-olds in Region 2 (4% and 6% above their respective state averages). The only case in which a low score relative to the state average was statistically significant was among 13-year-olds in Region 6 who scored 5% below the state. The reader is reminded that "Big Cities" were *not included* in their respective regions.

SIZE OF COMMUNITY. Results by size of community were very similar across all three age levels; "Big City" students performed up to 10% below the state average. Students in "Smaller Places" performed slightly above the state average as did students in "Fringe Cities." Students in "Medium-sized Cities" performed slightly below students in "Fringe Cities" and "Smaller Places" and about equally with the statewide average.

SOCIOECONOMIC STATUS. At all age levels, performance tended to increase as socioeconomic status increased. Schools in which "most" students are from "upper" or "middle income" homes showed average performance from 2% to 9% above the state, whereas those in which "most" students are from "lower income" homes performed from 6% to 8% below the state.

SEX OF STUDENT. Both 13- and 17-year-old males performed slightly better than females, but 9-year-old males and females performed equally well.

BILINGUALISM. Students at all age levels who reported speaking a language other than English at home performed from 4% to 5% below their respective state averages. Approximately 10% of students at each grade level reported speaking a second language in their homes.

TELEVISION WATCHING. For 13- and 17-year-olds test performance increased as the reported number of hours of television watched per day decreased. Those who reported watching over three hours per day performed from 3% to 6% below the state, and those who watch less than one hour per day performed 4% above the state. Differences were less pronounced at the 9-year-old level.

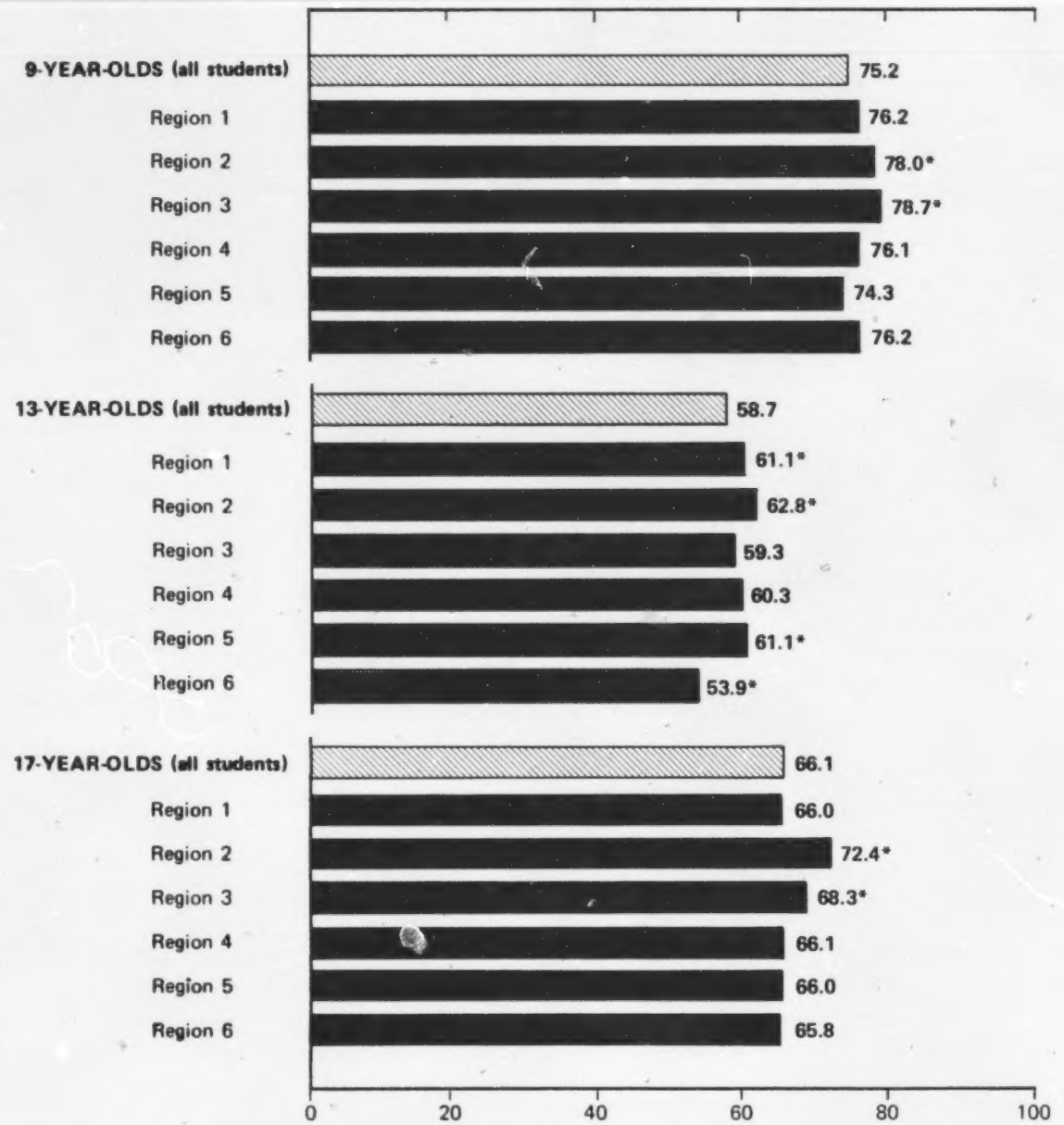
Approximately 44% of 9-year-olds, 35% of 13-year-olds and 15% of 17-year-olds reported watching more than three hours of television per day. About 6% of both 9- and 13-year-olds reported watching less than one hour per day, but almost 21% of 17-year-olds did so.

TALKING WITH PARENTS. At all age levels, students who reported talking with their parents about school "almost every day" performed better than the state by up to 3%, whereas those who reported talking "once in a while" or "almost never" performed up to 5% below the state. This trend was most pronounced among 9-year-olds.

About 43% of 9-year-olds, 57% of 13-year-olds and 47% of 17-year-olds reported that they talk about school "almost every day" with their parents. Fewer than 9% of students at each age level reported that they "almost never" speak to their parents about school.

FIGURE 4

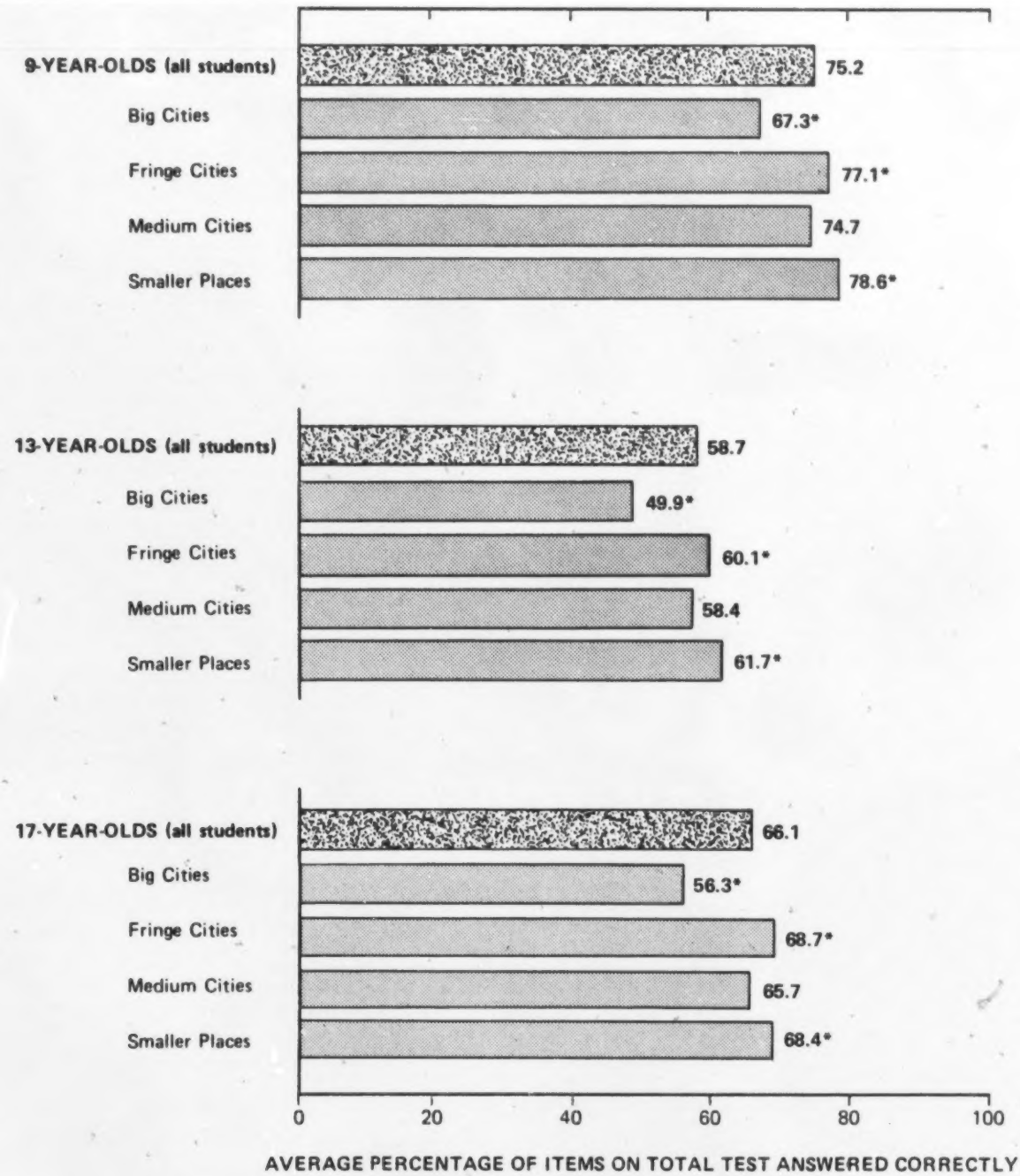
Achievement on Total Test by Region*



NOTES: (1) Results for **all students** include Big Cities. Results by **region** do not include Big Cities because the scores of Big-City students tend to differ from those of students in their respective regions, according to information from previous assessments in Connecticut. (2) Comparisons should be made **within**, not between, age groups since the test was different at each age level. (3) Asterisk represents statistically significant difference between region and statewide average.

FIGURE 5

Achievement of Total Test by Size of Community



NOTES: (1) Comparisons should be made **within**, not between, age groups since the test was different at each age level. (2) Asterisk represents statistically significant difference between size of community and statewide average.

TABLE 2

Achievement of Connecticut Reporting Groups

Variable/Response	Average Percentage of Items on Total Test Answered Correctly		
	9-Year-Olds	13-Year-Olds	17-Year-Olds
ALL STUDENTS	*75*	*59*	*66*
Students Are Children of**			
Mostly upper-income parents	80*	64*	75*
Mostly middle-income parents	79*	62*	68*
Mostly lower-income parents	69*	51*	60*
A range of income backgrounds	77*	58*	65
Sex of Student			
Male	75	60*	68*
Female	75	58*	65*
Language Other Than English Spoken at Home			
Yes	70*	55*	62*
No	76*	59*	67*
Hours Per Day Spent Watching TV			
Less than 1 hour	73	63*	70*
Between 1 and 2 hours	77*	60*	68*
Between 2 and 3 hours	77*	60*	65*
More than 3 hours	74*	56*	60*
Talk with Parents About School			
Almost every day	78*	61*	69*
Once in a while	74*	56*	64*
Almost never	70*	56*	63*

* Represents statistically significant difference between group and statewide average

** This question appeared on principal questionnaire. All others appeared on student questionnaire.

TABLE 2 (continued)

Variable/Response	Average Percentage of Items on Total Test Answered Correctly		
	9-Year-Olds	13-Year-Olds	17-Year-Olds
Hours Per Week Spent Reading for Pleasure			
Less than 1 hour	71*	53*	61*
Between 1 and 3 hours	76	58*	66
Between 3 and 5 hours	77*	62*	69*
Between 5 and 10 hours	78*	65*	72*
More than 10 hours	78*	68*	74*
How Do You Like Your School?			
I hate it	69*	53*	61*
I don't like it very much	75	57	64*
It's O.K.	76	57*	64*
I like it pretty much	79*	61*	69*
I like it a lot	74*	60	70*

READING FOR PLEASURE. At each age level, student performance increased as the number of hours they spend reading for pleasure increased. Students who reported reading for pleasure less than one hour per week performed up to 6% below the state, whereas those who read more than 10 hours per week performed up to 9% above the state. These trends were more pronounced for 13- and 17-year-olds than for 9-year-olds.

Approximately 60% of the students at each age level reported that they read for pleasure three hours or less per week, while 10% or fewer reported that they read more than 10 hours per week.

ATTITUDE TOWARD SCHOOL. Students who like school tended to perform better than those who do not. Students at each age level who reported that they "hated" school performed up to 6% below the state, whereas those who reported liking it "pretty much" performed up to 4% above the state.

Fewer than 15% of students at each age level said that they "don't like it" or "hate it." About 29% of the 9-year-olds and about 10% of 13- and 17-year-olds reported that they like school "a lot."

COMPARING CONNECTICUT WITH THE NATION AND THE NORTHEAST REGION

Introduction

In order to put into perspective the achievement of Connecticut students, results presented here compare Connecticut students with students in the nation and the Northeast region tested by the National Assessment of Educational Progress (NAEP). While many items on the tests were originally NAEP items, a number of them were modified for the CAEP tests. The results described here are for *only* those items that were *exactly* the same on both the NAEP and CAEP tests.

Figure 6 displays the average percentage of these test items answered correctly by the three age groups tested in Connecticut and by their counterparts in the nation and Northeast region. The Northeast region is defined by NAEP as including Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, New Jersey, Washington, D.C., Pennsylvania, Maryland, and Delaware.

The reader should bear in mind that NAEP tests students at each age level *regardless* of the grade in which they are enrolled, while CAEP tested 9-, 13-, and 17-year-olds enrolled *only* in grades 4, 8, and 11, respectively. Further, NAEP uses paced audiotapes to accompany the tests, while CAEP did not. These differences should be taken into consideration when interpreting the comparative scores.

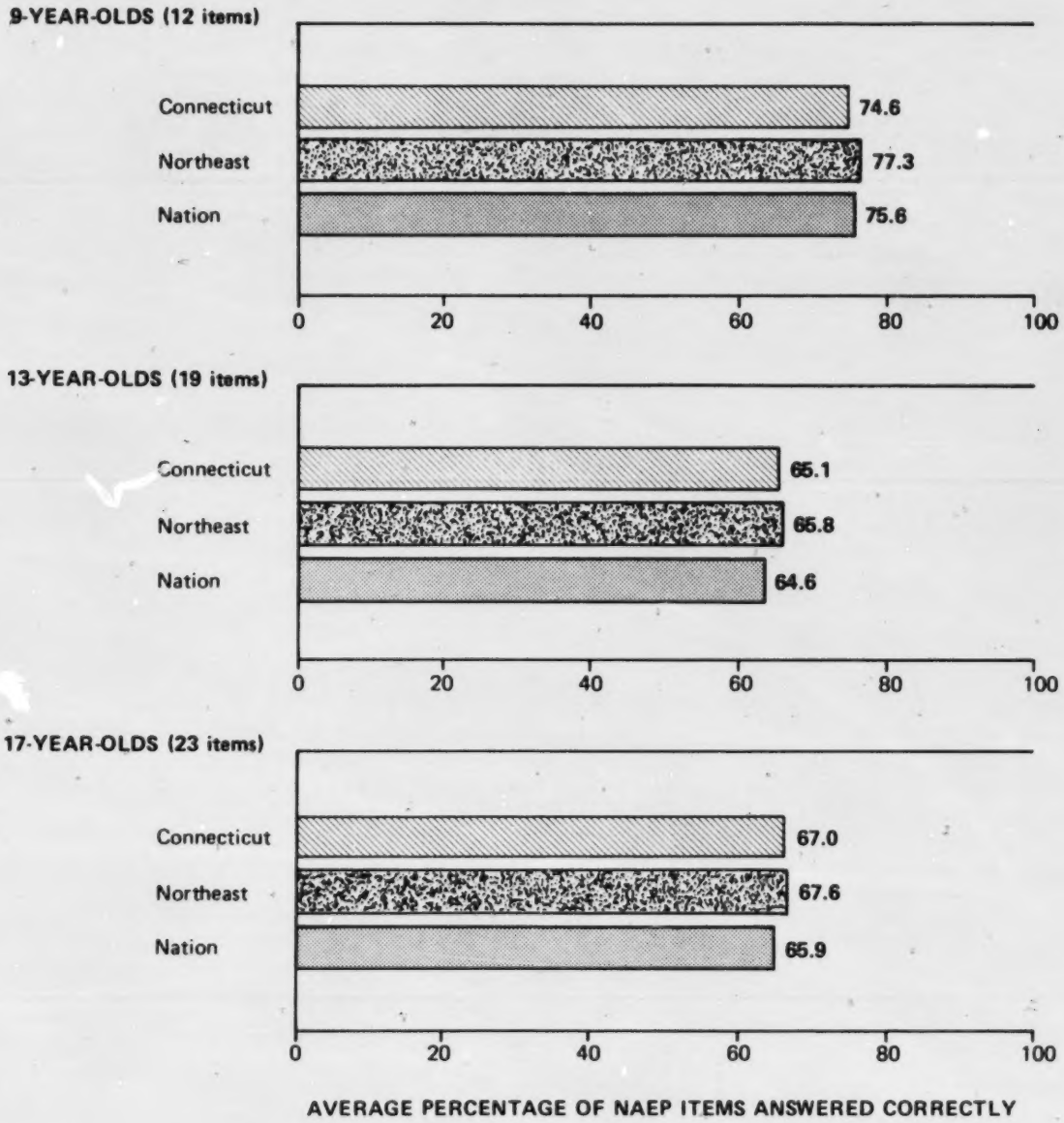
Summary of Results

There was a total of 12 NAEP items for 9-year-olds, 19 for 13-year-olds, and 23 for 17-year-olds that were used in identical form on the CAEP tests.

For all age groups, Connecticut students performed at about the same level as their counterparts nationwide, but slightly below those in the Northeast. The largest difference in performance was approximately 3% for Connecticut 9-year-olds as compared to the Northeast region; 13- and 17-year-olds scored about the same as their national and Northeast counterparts.

FIGURE 6

Comparing Connecticut, the Northeast and the Nation on NAEP Items



NOTE: Comparisons should be made **within**, not between, age groups since the test was different at each age level.

HIGHLIGHTS OF THE STUDENT AND PRINCIPAL QUESTIONNAIRES

The purpose of this chapter is to summarize the attitudes and activities that characterize the students tested in CAEP, and to describe selected programs and resources available in Connecticut schools.

The student questionnaires were analyzed to determine the percentage of students choosing each response alternative for each question. These data are reported for all students and for students in each region and size of community.

Responses recorded on the principal questionnaires were similarly analyzed to determine the percentage of principals choosing each response alternative to each question. These data are presented for all principals of participating schools enrolling 9-, 13-, and 17-year-olds, respectively. These results are also categorized by size of community and region.

Highlights of the results of the student questionnaire and the principal questionnaire follow.

Student Questionnaire Results

STUDENT PARTICIPATION IN SCHOOL AFFAIRS. Approximately 20% of 13-year-olds and 17% of 17-year-olds reported that students in their schools "often" help to decide about school affairs, whereas approximately 30% of 13-year-olds and 35% of 17-year-olds reported that students "rarely" help in these decisions. Nearly 30% of both 13- and 17-year-olds reported that they have *personally* tried to bring about changes in school rules and approximately 23% to 25% reported that they have tried to change the courses offered in schools. However, about half of the 13-year-olds and about 36% of the 17-year-olds reported that they have tried to increase the extracurricular activities offered by their schools. (These questions were not asked of 9-year-olds.)

ATTITUDE TOWARD SOCIAL STUDIES. Between 43% and 50% of all three age groups reported that social studies is "one of their favorite" courses or their "favorite" course as compared to other subjects they study in school.

PERCEPTIONS OF SOCIAL STUDIES CLASSES. Slightly more 17-year-olds than 9- or 13-year-olds (28% versus 22%)) indicated that they have some choice in what they study in their social studies classes.

Approximately 84% of 9-year-olds reported that their social studies classes are interesting whereas about 66% of 13- and 16% of 17-year-olds found the topics they study in social studies interesting to them.

About 58% of 13-year-olds reported that their homework assignments in social studies are meaningful to them as compared to 47% of 9-year-olds and 43% of 17-year-olds who indicated as such.

More younger than older students reported that their social studies classes include a "variety" of activities: about 88% of the 9-year-olds, 80% of the 13-year-olds and 73% of the 17-year-olds.

Principal Questionnaire Results

PROBLEMS RELATING TO SOCIAL STUDIES CLASSES. Principals were asked to indicate whether or not their social studies teachers felt that any of several school-related problems affected their classes.

- About 35% of principals of schools at each grade level reported a *lack of funds* for social studies classes.
- More principals at the 17-year-old level (38%) than at 13- or 9-year-old level (28% and 26%) reported a *lack of audio-visual materials.*
- More principals at the 9-year-old level (50%) than at the 13- or 17-year old level (37% and 31%) reported that *textbooks are too difficult* for the students to read. Moreover, 29% of principals at the 9-year-old level reported that *textbooks are irrelevant,* whereas 18% of principals at the 13-year-old level and 11% at the 17-year-old level reported as such.
- About 30% of the principals at the 9- and 17-year-old level reported a *lack of planning time,* whereas 12% of the principals at the 13-year old level reported as such.
- Many more principals at the 17-year-old level than at the 9- or 13-year old level reported that *large classes* are a problem for their social studies teachers (38% versus 22% and 16%, respectively).
- More principals of older students reported that the *poor social studies background of students* is a problem for teachers than did principals of younger studies: 40% at the 17-year-old level and 38% at the 13-year-old level versus 30% at the 9-year-old level.

FINANCIAL SUPPORT FOR FIELD TRIPS. More principals at the 13-year-old level than at any other level reported that financial support is *not* available for student field trips (approximately 64% at the 13-year-old level, 51% at the 9-year-old level, and 44% at the 17-year-old level).

SOCIAL STUDIES STAFF SUPPORT. Principals were asked to indicate whether their school district encouraged social studies staff and curriculum development in certain specific ways. Their responses are summarized below. In general, less staff support appears to exist in elementary schools than in junior high or high schools.

- Three quarters of the principals of 17-year-olds reported that *in-service training with credit* is *not* available to their staff as compared to 93% of the principals of 13-year-olds and 86% of the principals of 9-year-olds.
- Just under half of the principals of 17-year-olds versus 54% and 59% of those at the 13- and 9-year-old level reported that *in-service training without credit* is *not* available to their staff.
- Approximately 86% of the principals at the 9-year-old level, 76%, at the 13-year-old level, and 66% at the 17-year-old level reported that *paid summer workshops* are *not* available.
- Approximately 62% of principals at the 9-year-old level, 43% at the 13-year-old level and 37% at the 17-year-old level indicated that *half-day(s) release time* is *not* available to teachers. The same trend was found for *full-day(s) release time;* here the percentages ranged from 68% to 87%.
- About three quarters of principals at the 9-year-old level reported they do *not* have *visiting consultants* at their schools, compared to 64% and 59% for the 13- and 17-year old levels, respectively.
- About three quarters of principals at the 9-year-old level reported that *financial support for attending in-state conferences* is *not* available, whereas slightly over half of the principals at the 13-year-old level and just under a third of the principals at the 17-year-old level reported this to be the case. The same pattern of results was found on *financial support* for *out-of-state* conferences, except the percentages were approximately 10% greater.
- Over half of the principals at the 9-year-old level reported that *professional days* are *not* available, whereas 20% and 13% of the principals at the 13- and 17-year old level reported as such.

RESULTS OF YOUNG ADULT SURVEY

This chapter highlights the results of a survey of 249 Connecticut young adults ranging in age from 26 to 35. The survey collected information on: (1) backgrounds of the participants; (2) the extent of their current civic participation; (3) their evaluation of their high school training; and (4) the extent of their citizenship/social studies knowledge and skill.

Background Information

Following is a characterization of the demographics and background of the sample of young adults who responded to the survey.

SEX: Forty-one percent were male and 59% were female.

AGE: The sample was evenly distributed across ages 26-35.

EDUCATIONAL LEVEL: Approximately 48% graduated from high school, 21% graduated from a two-year college, approximately 16% graduated from a four-year college, and about 10% completed a graduate program. About 4% did not finish high school.

TYPE OF SCHOOL: Almost two-thirds received their elementary and high school education in Connecticut public schools, 8% were educated in Connecticut non-public schools, and approximately 26% attended both public and non-public schools in Connecticut.

BILINGUALISM: About 6% speak a language other than English in their homes.

OCCUPATIONAL STATUS: Among males, approximately one-third were skilled craftsmen or foremen and an additional third were in professional occupations; whereas among females, 6% and 19% respectively, were employed in these occupations. Nearly a third of the females reported that they were homemakers. Approximately 10% of the males and 26% of the females were employed as an office or sales clerk. Between 8% and 9% of both males and females were semi-skilled workers, and about 16% of the males and 6% of the females were managers or owners.

TELEVISION WATCHING: Almost two-thirds of the sample watch between one and three hours of television per day; and 17% watch less than one hour and 17% watch more than three hours per day.

READING FOR PLEASURE: Approximately one half read for pleasure three hours or less per week, about a quarter read between three and five hours per week, and about a quarter read over five hours per week.

Results of Civic Participation Survey

POLITICAL ACTIVITIES: Thirty-four percent of the young adults reported that they had written to an elected representative, and 17% said that they had actively worked for the election of a political candidate.

VOTING: Seventy-one percent voted in the last presidential election, 60% voted in the last state election, and 56% voted in the last local election.

INVOLVEMENT IN ORGANIZATIONS: About 24% reported that they were actively involved in a community service organization, 15% were active in a religious organization, and fewer than 5% were involved in either political, citizen, or ethnic organizations.

POLITICAL INFLUENCE: When asked whether they thought they can influence political decisions in the state of Connecticut, 36% of the adults responded that they felt they could.

INFORMATION ABOUT PUBLIC AFFAIRS: Over half felt they were "fairly well-informed" about public affairs, 33% reported that they were "not well-informed," and 12% felt they were "well-informed."

USE OF PUBLICLY-SUPPORTED FACILITIES: Seventy-seven percent reported that they had used a public library within the past year, 51% to 60% reported that they had used a public museum, recreation center, or school, and 92% reported that they had used a public park within the last year.

Results of High School Experience Survey

Respondents were asked to describe how much their high school experiences taught them things related to the citizenship/social studies objectives measured by the test.

Between 38% and 61% of respondents reported that their high school experience taught them about each objective to "some" extent. The following summary describes the percentage of respondents who felt they received a "little or no" or "a lot of" education in these areas.

A substantial percentage of respondents felt that they received "a lot" of training in two objectives: (1) U.S. history (60%), and (2) the way the U.S. government is set up and what purpose each part serves (41%). By contrast, a substantial percentage felt they received "little or no" experience in five objectives:

- local and state history (39%)
- economic systems and how they work (40%)

- the relationship between individuals and society (51%)
- the ways our culture shapes values and behavior (47%)
- skills such as using maps, or locating, organizing and judging information (32%)

Achievement Results

The purpose of this section is to describe the performance of Connecticut adults on the skills and knowledge measured by the test, and to compare their achievement to that of 17-year-olds tested in CAEP and young adults tested by NAEP in the nation and the Northeast.

PERFORMANCE OF CONNECTICUT YOUNG ADULTS

- Between 74% and 83% of the adults knew the purpose of the Constitution and could relate historical to recent events.
- Between 82% and 87% knew about the influence that England or events in England had on life in the U.S. However, 32% could describe the influence that the Declaration of Independence has had on other nations.
- Almost all of the adults (98% to 99%) knew that drivers' licenses are issued at the state level and that U.S. Senators are elected to office. In addition, 88% knew which branch of the federal government generally writes and passes laws and 70% knew that the Supreme Court can declare an act of Congress unconstitutional.
- Sixty-five percent knew the procedures of the electoral college and 61% could identify the ideological basis for majority rule.
- Approximately 65% knew the basis of the Supreme Court ruling against the requirement of prayer in public schools and 66% knew that a person did not have to believe in God to hold a public office.
- Nearly all (98%) knew that voting is a basic duty of citizenship and 84% knew that serving on a jury is a responsibility of citizenship.
- Ninety-nine percent of the adults could name the two largest political parties in the U.S. and 91% knew the purpose of the United Nations.

- Seventy-one percent could identify the purpose of forming the European Common Market. In addition, 74% knew that both the U.S. and U.S.S.R. are rich in natural resources and 92% knew that government ownership and control of industry exists in the Soviet Union but not in the U.S.

- About 69% of the adults understood specialization and division of labor and 92% could discriminate between producer and consumer goods. However, 32% knew the theoretical result of laissez-faire economics.

- Eighty percent knew the most likely place to site a city, given a topographical map.

- Ninety-one percent knew that television, novels and advertising have the most influence on determining sex roles in our society.

- Sixty-three percent of the respondents knew the purpose of the Reader's Guide to Periodical Literature and 91% could form a logical conclusion from a political statement.

- Between 74% and 87% of the adults could correctly obtain information from graphs.

COMPARING CONNECTICUT ADULTS AND 17-YEAR-OLDS. In general, Connecticut young adults outperformed 17-year-olds on the items that were tested on both age groups. Young adults scored up to 27% above 17-year-olds on 29 out of 31 items. The only exceptions were found for two items, where 17-year-olds performed 4% and 10% above the young adults. These two questions measured more "factual" or "textbook" knowledge.

COMPARING CONNECTICUT ADULTS WITH ADULTS IN THE NATION AND THE NORTHEAST REGION. On the ten items available for comparisons, Connecticut young adults performed about the same or higher than young adults tested by NAEP across the nation and in the Northeast region. Differences in performance ranged from 2% to 20% higher for Connecticut adults.

PART III

CONCLUSIONS

INTERPRETATIONS AND RECOMMENDATIONS

Introduction

This section of the report contains an analysis and interpretation of the findings of CAEP and a set of recommendations based on those findings. The work of interpreting the results was the responsibility of the CAEP Citizenship/Social Studies Advisory Committee. The recommendations developed by the Committee are appropriate to several audiences including, but not limited to, teachers, local administrators, curriculum planners, and state-level decision-makers.

The Context: The Committee's View of the Findings

The findings of CAEP were viewed by the Committee as constituting baseline information about the citizenship/social studies skills and knowledge of Connecticut students on a set of high-priority learning objectives. Because only a small number of items represented each objective on the test, the Committee refrained from addressing issues of *mastery* of the objectives. Rather, they elected to embed their interpretations and recommendations in the context of their professional *expectations* for students statewide in consideration of the particular group of items for each objective.

The reader is cautioned to bear in mind that a *different* test was administered at each age level. While some items were administered to more than one age group, it is generally the case that the *set* of items for each objective differed to some extent for each age level. Where the same test item was administered to more than one age group, this duplication permits a comparison of the achievement of each age group on that particular task. Where such comparisons exist, it was anticipated that achievement would increase as age level increased. A decrease in achievement provides information useful for instructional planning because it serves as one indication that a particular skill is not uniformly retained or reinforced across school years.

The reader should also note that the Committee's evaluation of student performance as "good," "average," or "poor" on a particular objective were statements made with respect to the achievement of that age group on other objectives. That is, the focus was always on the strengths and weaknesses of a given age group across the objectives tested at that level. Within this context, the Committee made interpretive comments on performance which fell short of expectations and which met or exceeded expectations.

While most recommendations are based on perceptions of weaknesses in students' skills, the Committee emphasized that the observed strengths should not be overlooked. In particular, areas which showed high performance by students should continue to receive the same quality of instructional and curricular effort in order to maintain student's strengths in these areas. Where weaknesses are observed, the Committee was constrained to point out that, in some cases, reading skills may have affected the performance of some students. While learning-disabled and non-English-speaking students were not tested in CAEP, it was noted that students who speak a language in addition to English performed less well than other students, and students who reported spending more time reading for pleasure outperformed other students.

The substance of the interpretations and recommendations relates to the performance of Connecticut students on individual objectives and test items. The Committee also made some recommendations based on results comparing Connecticut students to students across the nation tested by NAEP and based on selected results of the student and principal questionnaires. Many of the Committee's comments and recommendations should be considered an outgrowth of their general view that the teaching of a K-12 sequential social studies curriculum would strengthen performance across the state.

Goal Area I: History

KNOWLEDGE OF LOCAL, STATE, AND U.S. HISTORY. Nine-year-olds scored very well on this objective; their average of 85% correct was the second highest score of all objectives assessed at this age level. The test questions for this objective were entirely different at the upper age levels, but it remains noteworthy that of all objectives, this one showed the lowest level of performance by 13-year-olds (41% correct) and second lowest performance by 17-year-olds (58% correct).

The Committee pointed out that curricula in the early grades usually includes study of major national holidays and American Indians. Accordingly, on items assessing knowledge related to these topics, 9-year-olds performed well. For many 13-year-olds, however, it has been at least two years since they have studied introductory American History. Because testing of 13-year-olds occurred in November, most of the items for this objective on their test focused on early American History. Nevertheless, only 6% of 13-year-olds (and the same percentage of 17-year-olds) knew that the Fundamental Orders of Connecticut was the first written constitution in America, and only 32% of 13-year-olds (but 60% of 17-year-olds) could identify the purpose of the Constitution.

All of the items for this objective on the 17-year-old test were considered common to the curricula for this age group, with the possible exception of one on the Supreme Court ruling regarding school desegregation (which was the only item for this objective on which "Big City" students performed about the same as students statewide). Because, with a few exceptions, the range in percent-correct across the items was generally 51% to 69%, the Committee was not satisfied with the performance of 17-year-olds.

KNOWLEDGE OF HISTORICAL DEVELOPMENT AND CONTRIBUTIONS OF CIVILIZATION. Both 9- and 13-year-olds performed relatively well (75% and 65% correct, respectively), while 17-year-olds performed relatively poorly (60% correct) on this objective. The Committee noted that 97% to 99% of 9- and 13-year-olds (which was higher than the proportions in the respective national groups) were aware that radio had not yet been invented in Columbus' time. Further, 53% of 9-year-olds, 82% of 13-year-olds, and 87% of 17-year-olds knew that England has had the most influence on the American way of life—a trend showing substantial improvement at the upper age levels. It was also considered noteworthy that only 27% of 13-year-olds and 31% of 17-year-olds knew that our number system derives from the Arabs (47% thought it was the Romans and 20% to 23% thought it was the English). The Committee felt that more students should be aware of this contribution and that the data perhaps reflect a lack of curricular emphasis on contributions from non-Western cultures.

On this and the previous objective, Connecticut students performed at about the same level or slightly above their national and Northeast counterparts. Nevertheless, the Committee was not satisfied with student performance because they expected the more traditional emphasis in Connecticut social studies programs to have produced higher levels of achievement. They were particularly concerned that students are not learning state and local history prior to the eighth grade.

RECOMMENDATIONS OF THE
CITIZENSHIP/SOCIAL STUDIES ADVISORY COMMITTEE

1. Increase the integration of state and local history instruction into all levels of social studies programs.

2. Strengthen the elementary social studies programs to insure that the responsibility for social studies instruction must not be assumed by middle schools and high schools.

3. Insure that high school students develop the ability to distinguish between a constitution and other documents (such as compacts, treaties, etc.)

Goal Area II: Political Science

KNOWLEDGE OF THE STRUCTURE, FUNCTION, AND PROCESSES OF U.S. GOVERNMENT. All three age groups showed relatively low performance on this objective. The score on this objective was the lowest of all assessed at the 9-year-old level (56% correct), the second lowest at the 13-year-olds level (49% correct), and the third lowest for 17-year-olds (59% correct), even though the set of questions differed at each age level.

The Committee was not overly concerned about 9-year-olds' performance because this objective required the most formally-structured knowledge. Given that many of these students have not covered this material and that on the one NAEP item they scored comparably with the nation, the Committee was pleased that 9-year-olds scored as well as they did. Notably, 77% knew the capitol of Connecticut and 69% knew that the governor is part of the state government (although, in the latter case, only 54% of students in "Big Cities" recognized the governor as such). Not unexpectedly, only 25% of 9-year-olds knew what level of government issues a driver's license, although the Committee noted that 59% selected a logical but incorrect choice (town or city) as the governmental level. On a similar question, 65% of 13-year-olds and 88% of 17-year-olds knew that drivers' licenses are issued at the state level.

The Committee was similarly unsurprised at the relatively low scores for 13-year-olds because these students generally do not formally learn about government until the ninth grade. Committee members were in agreement that the introduction of formal government instruction is appropriate at the ninth grade level because it is at this time that students are best equipped to handle the related concepts. They were satisfied that 70% of 13-year-olds knew the two houses of Congress, that 66% knew which branch of government was responsible for judging the constitutionality of laws, and that 55% knew which branch was responsible for the writing and passing of laws. On questions that required more subtle and specific information about governmental functions and processes, fewer 13-year-olds were able to select the correct response.

The majority of items administered at the 13-year-old level were also tested at the 17-year-old level. On half of the items, between 70% and 88% answered correctly and on the other half, between 38% and 46% answered correctly. While the latter performance scores were low, they were comparable with scores in the nation and Northeast. In general, the Committee felt that 17-year-old performance on this objective should be higher.

IDEOLOGY AND PRACTICES OF DIFFERENT POLITICAL SYSTEMS. On this objective, assessed only at the 13- and 17-year-old levels, performance was 52% correct for 13-year-olds and 64% correct for 17-year-olds. The Committee

noted that 77% of 13-year-olds could identify a characteristic of democracy on a rather easy test question and about half answered correctly two questions on identifying characteristics of democratic versus totalitarian systems. A somewhat lower percentage of 13-year-olds knew the characteristics of a dictatorship (37%) and could identify the basis for the principle of majority rule (39%), but the Committee noted that the latter question required a subtle distinction probably not taught until high school. Because most 13-year-olds have not yet been taught comparative political science, the Committee was generally satisfied with their level of performance on this objective.

Four of the six items administered to 17-year-olds were also administered at the 13-year-old level and, on these items, 17-year-olds consistently outperformed 13-year-olds. Across the six items, 17-year-olds scored in the range of 55-67% correct, except on one item assessing knowledge of differences between the press in a democratic society and a dictatorship (81%). It was the consensus of the Committee that 17-year-old performance should be higher on these items, but they were impressed that students from "Big Cities" performed at about the same level as students statewide on knowledge of characteristics of democratic and totalitarian systems.

KNOWLEDGE OF THE NATURE OF CONFLICT AND MEANS OF RESOLVING IT. The performance of all three age groups was relatively high on this objective (80% correct for 9-year-olds, 72% correct for 13-year-olds, and 76% correct for 17-year-olds). Between 71% and 90% of 9-year-olds answered correctly the five questions administered to them and, on the one NAEP item, Connecticut performance was roughly comparable with that in the nation. The Committee assumed that 9-year-olds were performing well on these questions because they focused on concepts of human relationships in situational conflict rather than on specific content knowledge. The items were thought to be basic but appropriate for the age level. It was noted, however, that while 89% of all 9-year-olds could identify "crime" as the largest problem facing American cities, fewer (78%) in "Big Cities," in particular, were aware of this fact.

With few exceptions, the Committee was generally satisfied with 13- and 17-year-old performance on this objective. Across the items administered at each level, 64% to 91% of 13-year-olds and 83% to 95% of 17-year-olds answered correctly. One exception was an item requiring students to analyze the most difficult aspect of an immigration problem for which one common law could not provide a resolution; 39% of 13-year-olds and 55% of 17-year-olds answered correctly. These questions were the most analytic of all items assessing the objective and required more complex reasoning skills. The questions were considered to be difficult but good measures of social studies *skills* and the Committee was concerned that students may not be prepared to deal with this level of analysis.

RECOMMENDATIONS OF THE
CITIZENSHIP/SOCIAL STUDIES ADVISORY COMMITTEE

1. Strengthen social studies programs to include stronger preparation in analytic and reasoning skills in relationship to social studies problems.

2. Increase high school students' knowledge of the structure and function of all levels of government, including the responsibilities of specific branches.

3. At the high school level, strengthen the comparative treatment of ideology and government, incorporating such comparisons throughout the teaching of U.S. government.

Goal Area III: Citizenship

KNOWLEDGE OF ESSENTIAL RIGHTS AND LIBERTIES AND HOW THEY ARE GUARANTEED. The scores on this objective were the third highest (84% correct) at the 9-year-old level and highest (79% correct) at the 13-year-old level; but 17-year-olds performed less well (69% correct) than the younger groups. However, only one item was common to all age groups and on this item performance improved across age levels: 72% of 9-year-olds, 80% of 13-year-olds, and 91% of 17-year-olds knew that a "judge" is responsible for insuring the fairness of a trial. On the only other item administered to 9-year-olds, 95% recognized the right to belong to any church and the Committee was rather impressed with this performance.

Between 63% and 92% of 13-year-olds answered correctly the other four items pertaining to this objective. Ironically, the lowest performance was on identifying one's right to attend a church of one's choice (63% correct); but the distractors for this item were more difficult than those in the similar item assessed at the 9-year-old level. The Committee expressed concern that this item showed the highest negative discrepancy when comparing Connecticut and the nation, and that only 12% of 13-year-olds in Connecticut "Big Cities" (as compared to 63% statewide) could correctly identify the "right." The Committee noted that many "Big City" students incorrectly selected the "right to a job" and that this false information on their part requires correction.

At the 17-year-old level, a wide range in performance (51-91%) was observed on the five items administered to this group. The results indicate that students have some general knowledge about the existence of rights but are not well informed on the specifics. On the two items available, Connecticut 17-year-olds outperformed the nation by a small margin, but the Committee agreed that better performance should be expected.

KNOWLEDGE OF THE DUTIES AND RESPONSIBILITIES OF U.S. CITIZENSHIP. This objective showed the highest performance among 9-year-olds (94% correct), the fourth highest performance among 13-year-olds (63% correct), and the second highest performance among 17-year-olds (80% correct). The Committee was satisfied that, on the two items administered to 9-year-olds, 92% to 96% knew that everyone who lives in the United States must "pay taxes" and "obey laws."

On two different items administered to both 13- and 17-year-olds, performance was more variable; 81% of 13-year-olds and 93% of 17-year-olds knew that the most basic duty of citizenship is to "vote," while 55% of 13-year-olds and 68% of 17-year-olds knew that "serving on a jury" is a responsibility of citizenship (29-37% identified this as a "right" rather than a "responsibility"). The Committee believed this result indicates that students cannot clearly distinguish between a "right" and "responsibility," and noted that the former concept may be receiving more emphasis than the latter.

KNOWLEDGE OF THE ROLE OF POLITICAL OPPOSITION AND SPECIAL INTEREST GROUPS. Performance on this objective was not particularly good at the 9-year-old level (75% correct) and 17-year-old level (67% correct), but was even lower among 13-year-olds (53% correct). On the one item that was similar for all three age groups (with language level slightly simplified for 9-year-olds), all three age groups performed quite well: 72%, 86%, and 94% respectively, knew why it was good that, in our political system, two people can run for the same office. Nine-year-olds did similarly well on the other item administered to them, one requiring an understanding of "vested interest."

At the 13- and 17-year-old levels, overall performance on the objective was "depressed" by performance on one item in particular. While 71% of 13-year-olds and 93% of 17-year-olds could name the two major political parties in the U.S., only 5% and 24% respectively could name another political party (while 12% and 41% of the respective national groups could do so). It was noted that 34% of 13-year-olds and 19% of 17-year-olds omitted the question entirely, while 22% and 40% respectively identified "Independent" as a political party. The latter response was scored as incorrect to be consistent with NAEP data, despite the fact that

"Independent" parties exist in Connecticut. It is not clear from the results whether students entering this response were referring to a bona fide Independent Party or were confusing Independent *candidates* with Independent *parties*.

It was considered noteworthy that 50% of 13-year-olds and 71% of 17-year-olds knew that one useful function of civil disobedience is that it focuses attention on the issue. While these students may have gained this awareness through out-of-school experiences or through current events topics in school, the Committee was satisfied that they demonstrated an understanding of the concept.

RECOMMENDATIONS OF THE
CITIZENSHIP/SOCIAL STUDIES ADVISORY COMMITTEE

1. At the high school level, strengthen teaching demonstrating the application of the Bill of Rights to real life situations in order that students may develop specific as well as general knowledge about civil rights.

2. Assist students to distinguish between the concepts of "rights" and "responsibilities" in a democratic society.

3. Continue to stress the importance of political opposition and interest groups in a democratic society.

Goal Area IV: Economics

KNOWLEDGE OF ECONOMIC SYSTEMS AND ECONOMIC BEHAVIORS. Performance of 9-year-olds on this objective was relatively good (71% correct) and about average among 13-year-olds (57% correct) and 17-year-olds (73% correct). On the one item administered to both 9- and 13-year-olds on understanding the meaning of "buy now, pay later," scores of both groups were high and showed considerable improvement from grade to grade (83% to 91% correct). In addition, the Committee was satisfied that 77% of 9-year-olds knew that taxes are paid on products purchased. While only 52% knew that a store owner expects to make money by buying or making products for less than they are sold, the Committee felt that the phraseology of the item may have lowered performance of those students who did not take the time to read it carefully.

The Committee was satisfied that 79% of 13-year-olds and 92% of 17-year-olds understood the effect of scarcity on product price. While 66% of 13-year-olds and 71% of 17-year-olds (roughly the same proportions as in the respective national groups) knew that both the U.S. and the Soviet Union are rich in natural resources, the Committee agreed that Connecticut scores did not meet their expectations. Of even more concern was the fact that 42% of 13-year-olds (slightly higher than the national group) and 73% of 17-year-olds (about the same as the national group) knew that government ownership and control of industry is characteristic of the Soviet Union but not of the United States.

While 62% of 13-year-olds and 79% of 17-year-olds knew the difference between consumer and producer goods, the Committee believed that performance should be higher here since the question was fairly easy and the concept is taught early in many programs. A consistent difficulty with economic concepts was noted in that only 22% of 13-year-olds knew the difference between goods and services and only 34% (and 53% of 17-year-olds) understood the concepts of specialization and division of labor. The Committee concluded that students are having difficulty with such economic concepts as goods, services, producer, consumer, and specialization, and that the supposed recent focus on economic education is not borne out by achievement results.

RECOMMENDATIONS OF THE
CITIZENSHIP/SOCIAL STUDIES ADVISORY COMMITTEE

1. Provide more emphasis on economic education especially in regard to the teaching of economic concepts.

2. Maintain the emphasis on comparative economics at the high school level.

Goal Area V: Geography

KNOWLEDGE OF THE RELATIONSHIP BETWEEN HUMANS AND THEIR PHYSICAL ENVIRONMENT. All three age groups performed relatively poorly on this objective (69%, 52%, and 61% correct, respectively). On three of the four items administered at the 9-year-old level, between 72% and 91% of the students answered correctly. These items assessed knowledge of the interactions between societies and particular geographical conditions. On the one item requiring students to predict the likely location of a city given topographical conditions on a map, however, only 22% of 9-year-olds (51% of 13-year-olds and 64% of 17-year-olds) could answer correctly. The Committee was concerned that students may be learning "place" geography rather than the analytic/predictive skills that involve such concepts as city siting.

The older age groups appeared to have similar difficulties with geographical concepts. While 71% of 13-year-olds and 83% of 17-year-olds knew the *fact* that settlers made houses of sod because it was available, only 43% of 13-year-olds and 36% of 17-year-olds (on an item with slightly different distractors) could identify a likely effect of a manmade change in the physical environment.

RECOMMENDATIONS OF THE
CITIZENSHIP/SOCIAL STUDIES ADVISORY COMMITTEE

1. Increase students' understanding of geographical concepts to extend their knowledge of place geography to analytic and predictive skills in dealing with factors in the physical environment.

Goal Area VI: Sociology

KNOWLEDGE OF THE RELATIONSHP BETWEEN HUMANS AND THEIR SOCIAL ENVIRONMENT. Relative to other objectives, 9-year-olds performed fairly well (75% correct), but this objective showed the third highest performance among 13-year-olds (69% correct) and the highest performance of 17-year-olds (84% correct). One item administered to all age groups required students to identify the family as the organization performing a set of listed functions; strong improvement in performance was observed across the age levels (58%, 83%, 91% correct, respectively). The Committee was satisfied with 9-year-old performance, given that the lengthy list of functions was difficult for this age group to keep in mind and judge. On the one other item administered to 9-year-olds, 92% indicated that they could select an activity involving group interaction and the Committee was satisfied with this performance.

Performance of 13-year-olds was relatively lower (55% correct) on an item requiring them to analyze the consequences of an improved transportation system. Similarly, 60% of 13-year-old and 75% of 17-year-olds could correctly answer an item on identifying different types of groups (i.e., "Democratic" as a national group). The Committee regarded this as further evidence that students require more emphasis on social studies concepts and analytic skills.

RECOMMENDATIONS OF THE
CITIZENSHIP/SOCIAL STUDIES ADVISORY COMMITTEE

1. Continue teaching of sociology concepts in the elementary grades.

2. Increase teaching of analytic sociological concepts in the middle and high school grades.

Goal Area VII: Anthropology

KNOWLEDGE OF CULTURAL UNIVERSALS. While performance of 9-year-olds on this objective was the second lowest of all objectives assessed at their level (68% correct), the performance of 13-year-olds and 17-year-olds was better (65% and 77% correct, respectively) with respect to other objectives tested at their levels. Performance on one item in particular was unexpectedly low; only 45% of 9-year-olds and 61% of 13-year-olds could identify the "family" as a cultural universal. The Committee noted that a substantial proportion of both groups selected "jobs" as a cultural universal, perhaps because all of the societies listed were industrial in nature.

On the other two items assessed at the 9-year-old level, the large majority could identify such cultural universals as "shelter." The Committee suggested that their knowledge of concepts may be better in this area than in others assessed because these concepts are very basic in nature. Performance of the older age groups was not considered as strong; 60% of 13-year-olds and 71% of 17-year-olds could identify "political parties" as *not* existing in most cultures, while 73% of 13-year-olds and 84% of 17-year-olds could identify "religion" as existing in most cultures.

AWARENESS THAT CULTURE DEFINES BELIEF AND INFLUENCES BEHAVIOR. On this objective, performance of both 9- and 13-year-olds was fairly good (77% and 58% correct, respectively), but for 17-year-olds (with 47%) this was their lowest objective score. While 91% of 9-year-olds correctly answered a rather easy question on beliefs and behaviors that was situational in nature, the Committee was more impressed that on a good "thought" question, 64% knew that culture has an effect on what is taught in the schools. Similarly, a large majority of 13-year-olds (77-80%) answered correctly rather factual questions requiring them to identify effects of the changing roles for women and men and to interpret the beliefs of a described tribe.

It was noted, however, that only 31% of 13-year-olds and 55% of 17-year-olds understood the concept of "value" and 42% of 13-year-olds and 57% of 17-year-olds understood the concept of "sex role." Further, only 34% of 17-year-olds knew that "any culture reflects its own traditions" and the pattern of incorrect responses indicated that students do not completely understand the relationships described. The Committee concluded that the results indicated a weakness in knowledge of anthropology, especially with regard to concepts more complex than that of "cultural universals."

RECOMMENDATIONS OF THE
CITIZENSHIP/SOCIAL STUDIES ADVISORY COMMITTEE

1. Increase students' knowledge of anthropological concepts by implementing a strong elementary and secondary sequential social studies program.

Goal Area VIII: Process Skills

PROCESS/DECISION-MAKING SKILLS. While performance of 9- and 17-year-olds on this objective was relatively strong (81% and 76% correct, respectively), 13-year-olds did not perform as well (61% correct). Among 9-year-olds, 93% knew the use of a globe, 89% could read a line graph, 73% could read a pie graph, and 87% could identify a problem in a rather simple conflict situation. High performance on these items was contrasted with the relatively lower percentage (66%) who could make a correct inference/interpretation from the *fact* that many people in India do not have enough food to eat. The Committee again raised a concern about the level of performance on analytic tasks.

The same pattern of performance was evident at the upper age levels. While 91% of 13-year-olds could read a line graph and 77% understood the uses of library cards, only 51% to 59% could draw logical conclusions or inferences from given statements. Similarly, 96% of 17-year-olds could read the line graph, while 75% to 83% could draw logical conclusions or inferences (proportions that were somewhat lower than those in the nation). The Committee was not satisfied with these results and concluded that a greater stress on logical and analytic thinking is required. Further, they were very concerned that only 29% of 13-year-olds and 50% of 17-year-olds were aware of the purpose or use of the Readers' Guide to Periodical Literature.

RECOMMENDATIONS OF THE
CITIZENSHIP/SOCIAL STUDIES ADVISORY COMMITTEE

1. Increase students' ability to discriminate among and use various types of reference materials, such as encyclopedias, atlases, and the Readers' Guide to Periodical Literature.

2. Increase students' ability to draw logical conclusions or inferences.

Student Participation in School Affairs

The Committee took particular note of the fact that, among 13- and 17-year-olds, 69% to 70% indicated that they have never personally tried to change school rules, 73% to 75% have never tried to change courses offered, and 50% to 64% have never tried to increase activities offered in their schools. Further, 30% to 35% reported that students in their school "rarely" help to decide school affairs, and 72% to 78% indicated that they have no choice in what they study in social studies.

Given the Committee's perception that social studies should be a participatory learning experience, the concern was raised that students do not appear to have the opportunity (or if it is available, take advantage of it) to participate or become involved in school affairs. Such activities as sitting on school councils and participating in the writing of school rules should be viewed as excellent opportunities for the practice of skills related to social studies education.

RECOMMENDATIONS OF THE
CITIZENSHIP/SOCIAL STUDIES ADVISORY COMMITTEE

1. Provide the opportunity and encourage students to participate actively in school decision-making as a means of practicing social studies skills.

Social Studies Staff Support

Of particular interest to the Committee was the set of questions on the principal questionnaire addressing the issue of social studies staff support. It was clear from principals' responses that such support is seriously lacking at all levels, but especially at the elementary level. Of all principals questioned, the vast majority indicated that their schools provide no in-service with credit, about half said that no in-service without credit is provided, and at least two-thirds said that no paid summer workshops are provided. Additionally, three-quarters of elementary school principals, about half of junior high school principals, and about a third of high school principals indicated that no financial support is available for in-state conferences; the availability of funding for out-of-state conferences was even more common. Further, 57% of elementary school principals, 20% of junior high school principals, and 13% of high school princpals, indicated that no professional days are made available to teachers.

The issue of staff development and support was, in the eyes of the Committee, important to address. At all age levels, but particularly at the elementary level, teachers do not appear to have sufficient opportunity to participate in professional development activities. In the absence of such opportunities, the strengthening of social studies at the elementary level was seen as seriously hampered. While support appears to improve somewhat at the high school level, the extent of support "leaves much to be desired."

RECOMMENDATIONS OF THE
CITIZENSHIP/SOCIAL STUDIES ADVISORY COMMITTEE

1. Increase financial support for social studies staff development, especially at the elementary level.

Conclusions

NATIONAL COMPARISONS. While performance of Connecticut students tended to vary depending on the particular NAEP item administered, it was clear from the results that, in general, Connecticut students performed at about the same level as students in the nation and the Northeast region. In interpreting these general results, the Committee took two factors into consideration: (1) According to NAEP results, the Northeast region

traditionally outscores the nation in most subject areas, but to a smaller degree in social studies than in other areas; and (2) Connecticut students in the past have performed at least competitively with, if not better than, their Northeast counterparts. The Committee concluded that while Connecticut performance across many NAEP items was fairly high, performance was not as high as might be expected or desirable.

The Committee viewed the results as suggesting a weakness in Connecticut social studies programs as compared to basic skills curriculum areas. If this inference can be drawn, it was clear to the Committee that Connecticut is not alone in the Northeast in demonstrating a need to strengthen social studies programs.

In attempting to interpret the Connecticut situation, the Committee identified four factors which may have bearing on social studies performance: (1) the tendency to fragment social studies programs rather than develop a strong sequential K-12 program; (2) a trend toward burdening elementary teachers with the responsibility for more and more basic skills instruction, precluding sequential social studies instruction; (3) a trend toward dropping rather than adding social studies courses at the high school level; and (4) a decrease over previous years in assistance from the state level to subject area teachers. In light of these issues, the Committee developed the following recommendations.

RECOMMENDATIONS OF THE
CITIZENSHIP/SOCIAL STUDIES ADVISORY COMMITTEE

1. Implement a full K-12 program of social studies instruction designed to afford students a sequential and integrated social studies learning experience.

2. Focus attention on social studies programs as opportunities for students to practice and integrate basic skills learning.

3. Assign a full-time Social Studies Coordinator at the State Department level to assume leadership in coordinating a program of curriculum development and in-service training for social studies teachers, to disseminate information on trends in social studies curriculum and instruction, and to provide local school districts with consultative services as needed.

APPENDIX

ITEM RESULTS BY REPORTING GROUP

ITEM RESULTS BY REPORTING GROUP

This chapter contains tables displaying the results for each item administered to students at each level.

The first three tables presented in this chapter provide the following information for each test item:

- the number of the test question as it appeared in the test booklet
- a specification of the item task
- the percentage of all students answering correctly as well as the percentage in each of the Connecticut reporting groups defined by the variables: sex of student, region, and size of community; and where the question was also tested by NAEP, the percentage of all students in the nation answering correctly.

Tables 3, 4, and 5 present this information for 9-, 13-, and 17-year-olds, respectively.

Table 6, at the end of this chapter, lists those test questions that were administered to more than one age group. Such questions had the *same* sequence number in each test booklet in which they appeared. Table 6 compares the performance of two or more age groups on a single test question in terms of the percentage of students answering correctly. Note that some questions were slightly modified at a given age level (see asterisks); the reader should refer to the respective test questions to determine the extent of the difference in wording of questions.

TABLE 3

Test Item Performance of 9-Year-Old Fourth-Graders in Connecticut by Sex of Student, in Each Region, and in Each Size of Community with National (NAEP) Results Where Applicable

Goal Number	Objective Number	Question Number	Description of Item	Percentage of Students Answering Correctly												
				Connecticut												Nation
				All Students	Sex		Region*						Size of Community				
					M	F	1	2	3	4	5	6	1	2	3	4	
I	1	2	Who was the FIRST president of the United States?	88	91	85	88	90	89	88	91	88	82	87	88	91	86
		5	*Picture* - Which one of these holidays are the people in the picture celebrating?	97	96	97	97	97	99	97	96	95	94	98	96	98	95
		14	Which group was in North America first?	70	66	73	63	67	77	64	75	72	69	68	67	74	
I	2	1	Which country has had the MOST influence on the way of life in the United States?	53	51	55	59	57	56	52	52	54	46	56	52	56	42
		4	When Columbus sailed across the Atlantic, could he listen to a radio?	97	97	98	98	98	98	98	97	99	95	98	97	99	95
II	3	3	The capital of Connecticut is:	77	81	74	83	76	93	75	73	80	58	83	79	81	
		9	*True/False* - Local governments pay police with the money people pay in taxes.	53	56	50	55	57	48	57	55	54	49	55	54	52	52
		10	Which person is part of the Connecticut state government?	69	71	68	72	74	76	72	67	65	54	71	69	77	
		12	You get a driver's license from which of the following?	25	27	23	22	26	25	27	23	24	25	20	27	27	
II	11	8	Can the U.S. and the Soviet Union work together for peace by sharing information?	73	71	74	73	73	74	75	68	77	70	72	72	75	
		11	Choose ONE reason why people sometimes do not agree.	90	88	92	95	92	92	89	91	93	81	92	91	92	
		13	What is an important problem in most large cities in the United States?	89	89	89	94	94	94	89	89	87	78	93	90	92	
		21	Can countries work to have peace by selling food and tools to each other?	71	73	70	73	74	70	73	73	70	67	73	69	74	73
		36	Sandy and Sue each want to watch TV. What problem prevents them from doing so?	79	76	81	79	78	80	82	79	73	75	77	79	81	
III	5	6	Every person in the United States has the right to:	95	95	96	97	96	98	96	96	92	90	97	96	96	
		23	In a court, who must make sure the trial is fair and run according to the rules?	72	72	73	76	72	76	74	73	66	66	76	68	76	76

* Regions do not include "Big Cities."
** Open-ended item.

TABLE 3: 9-Year-Olds (continued)

Goal Number	Objective Number	Question Number	Description of Item	Percentage of Students Answering Correctly												
				Connecticut												Nation
				All Students	Sex		Region*						Size of Community			
					M	F	1	2	3	4	5	6	1	2	3	4	
III	6	7	Everyone in the United States who makes money must:	92	92	92	93	96	95	91	92	93	84	93	93	94	
		20	Everyone who lives in the United States must:	96	96	96	98	98	98	97	96	95	89	98	96	98	
III	7	18	Why is it good to have at least 2 people running in an election?	72	72	72	72	76	72	78	67	78	69	73	72	75	
		19	Who would not like a company to build a factory that will dump garbage in a river?	77	80	75	81	81	83	81	77	74	63	81	77	83	
IV	8	24	How does a man who owns a shoe store expect to make money?	52	54	49	50	54	58	55	49	47	42	58	52	54	55
		37	*Sign: Buy Now Pay Later* - Which sentence tells what the sign means?	83	83	83	81	88	86	84	79	82	79	86	83	84	89
		38	Timmy bought a toy for $1.50 and paid $1.61. The extra 11¢ was probably for:	77	77	77	74	80	76	78	75	70	78	76	77	76	83
V	9	22	A river runs through a town. The town needs:	89	89	89	93	92	93	89	87	91	81	92	88	93	
		27	If you lived in Florida, which ONE would you NOT buy?	91	90	93	95	95	96	93	90	92	80	94	90	96	
		28	Which thing could you live without on a trip across the desert?	72	70	74	73	73	78	74	71	85	59	75	71	78	
		33	*Map* - Where would you be most likely to find a city located?	22	27	18	23	23	22	21	23	27	18	20	23	24	
VI	10	15	*List of Activities* - Who usually does all of these things in our country?	58	54	61	53	64	66	54	50	69	48	57	56	64	
		35	What should Judy do if she wants to join a group to do things with her friends?	92	92	93	93	95	95	92	90	93	88	94	90	95	
VII	12	25	How are people in Japan, France, and the United States alike?	45	46	45	39	56	51	46	53	35	28	52	47	49	
		26	Mark the thing people COULD live without.	77	76	77	78	80	83	79	77	84	60	80	77	83	
		31	Which ONE of the following is an example of shelter?	82	82	82	90	87	87	80	84	84	66	83	81	91	
VII	13	16	The country that you live in will have the MOST effect on:	64	63	64	61	67	72	67	58	73	52	66	61	71	
		17	Tommy usually obeys the rules at school. He would be most likely to:	91	90	91	91	92	92	93	89	89	86	93	87	94	
VIII	14	29	What does the fact that many people do not have enough to eat in India tell us?	66	64	67	68	70	68	67	62	76	55	68	65	69	70
		30	*Graph of Debbie's Allowance* - Use the graph to decide how Debbie spent her allowance.	73	73	73	78	79	77	72	71	73	62	77	71	78	
		32	Which one of the following would be BEST to use to find out where Mexico is?	93	93	93	94	95	96	94	90	93	87	96	92	94	
		34	Bob and Tom begin to fight over their toys. What is the problem here?	87	85	89	85	90	91	89	83	85	81	90	85	89	92
		39	*Graph* - The temperature was highest in what month?	89	89	88	92	93	95	90	90	93	72	93	88	95	

TABLE 4

Test Item Performance of 13-Year-Old Eighth-Graders in Connecticut by Sex of Student, in Each Region, and in Each Size of Community with National (NAEP) Results Where Applicable

Goal Number	Objective Number	Question Number	Description of Item	Percentage of Students Answering Correctly												
				Connecticut												Nation
				All Students	Sex		Region*						Size of Community			
					M	F	1	2	3	4	5	6	1	2	3	4	
I	1	3	The first written constitution in America was:	6	6	6	8	6	5	5	12	4	3	6	9	6	
		9	Which document warns other nations not to acquire more colonies in the Americas?	28	31	26	32	31	27	25	31	30	25	30	26	30	
		10	In what war did the United States fight against Japan?	57	69	46	56	62	56	59	64	43	49	62	52	59	
		11	The purpose of writing the Constitution of the United States was to:	32	34	30	30	46	31	34	38	27	20	33	33	37	
		26	What event was a factor in the westward movement in America in the 1800's?	71	78	64	73	74	74	78	74	67	53	75	69	78	
		47	What is a reason the American colonies rebelled against Great Britain?	51	55	47	51	61	51	53	52	46	40	54	50	54	44
I	2	1	Which country has had the MOST influence on the way of life in the United States?	82	81	82	84	87	82	82	84	80	74	82	81	85	71
		4	When Columbus sailed across the Atlantic, could he listen to a radio?	99	99	99	99	99	99	99	100	99	98	99	99	100	98
		8	From what people did we get the number system that we use today?	27	29	25	29	38	27	33	22	12	20	27	31	28	
		28	What change occurred in England when the Industrial Revolution began?	54	59	49	57	58	57	51	56	45	45	56	56	54	
II	3	12	Driver's licenses are issued by which level of government?	65	69	61	67	65	68	67	67	55	56	66	64	68	
		35	The Congress of the U.S. is made up of 2 parts, the House of Representatives and:	70	74	66	73	71	73	74	73	64	58	72	68	75	71
		40	Which branch of government is responsible for writing and passing laws?	55	56	55	51	54	53	62	58	60	50	52	54	60	
		41	Which branch of government is responsible for directing the carrying out of laws?	29	28	30	25	26	32	33	29	28	28	28	26	32	
		42	Which branch of government is responsible for judging if laws are constitutional?	66	63	69	64	67	67	66	68	68	62	66	62	70	
		43	Which branch of government is responsible for veto ing bills?	49	51	47	55	52	47	52	47	50	45	52	47	50	
		44	Which branch of government is responsible for approving presidential appointments?	30	33	27	30	35	28	29	26	33	29	31	28	29	
		46	When might a state have more senators than it has representatives?	28	30	25	25	36	25	31	25	38	21	31	26	29	

* Regions do not include "Big Cities."
** Open-ended item. Mastery criteria: Item #21 = 2 of 2 correct.

TABLE 4: 13-Year-Olds (continued)

Goal Number	Objective Number	Question Number	Description of Item	Percentage of Students Answering Correctly												
				Connecticut												Nation
				All Students	Sex		Region*						Size of Community			
					M	F	1	2	3	4	5	6	1	2	3	4	
II	4	6	A society where citizens can help make decisions on political issues is a(n):	77	79	75	81	85	75	80	80	72	68	79	78	79	
		16	The principle that the majority should rule is based on all the following ideas EXCEPT:	39	35	43	49	43	40	41	42	25	30	44	37	42	
		20	*Statements of 4 speakers* - which speaker probably lives in a dictatorship?	37	41	33	42	46	38	37	41	29	24	37	37	43	
		29	Education for the children is a characteristic of:	55	52	57	53	60	55	51	55	51	53	56	55	54	
		30	Opposition to the leadership in power, publicly expressed, is characteristic of:	52	52	51	54	51	54	52	55	45	47	53	52	53	
II	11	19	What is the main purpose of the United Nations?	64	67	61	67	71	66	68	61	63	51	67	63	68	63
		31	In which situation would the 2 neighboring countries be likely to work together?	87	87	86	91	91	87	88	90	82	78	88	86	91	
		34	Choose most difficult aspect of immigration problem for country described.	39	38	39	35	43	40	41	38	35	33	38	39	42	
		36	Choose the BEST first step toward solving a problem involving dissatisfied neighbors.	91	88	93	95	93	91	90	93	89	84	92	90	93	
		38	Choose democratic solution to problem of 2 different groups living on an island.	79	76	82	83	80	82	82	82	71	69	82	80	81	78
III	5	23	In a court who must make sure the trial is fair and run according to the rules?	80	82	78	77	83	80	79	86	75	73	80	78	83	
		24	Law says police cannot search a house without a judge's permission. Why?	92	93	92	96	94	95	93	93	89	84	93	94	95	92
		39	Group of people shout to drown out speaker in a city park. They should realize that:	74	73	74	80	80	74	76	78	71	58	75	73	80	
		45	"All men are created equal." What is the best meaning of this sentence?	88	88	89	91	91	91	90	89	87	79	90	87	92	
		56	Which right is provided for each citizen in the United States Constitution?	63	66	60	79	76	69	72	71	69	12	69	70	76	74
III	6	13	Of the following, the most basic duty of a citizen is to:	81	80	82	81	84	82	83	82	73	75	85	79	82	
		17	Serving on a jury is:	55	61	49	54	58	55	59	52	59	49	58	53	57	
III	7	14	Sometimes civil disobedience is a useful method for bringing change because it:	50	51	49	55	55	49	53	51	40	44	52	50	52	
		18	Why do we usually have at least 2 candidates for each office in an election?	86	86	86	90	91	86	88	87	79	77	88	87	88	83
		21**	What are the 2 largest political parties in the United States?	71	72	69	81	79	68	75	73	58	59	76	65	76	69
		22**	Name another political party in the United States.	5	6	4	5	5	3	10	1	4	7	5	3	5	12
IV	8	37	*Sign: Buy Now Pay Later* - Which sentence tells what the sign means?	91	91	91	93	91	90	94	93	81	89	92	90	92	
		48	Specialization and division of labor result in:	34	35	34	35	43	33	34	36	29	27	36	34	36	
		49	Of a list of purchases, which is in the group of consumer vs. producer goods?	62	60	63	61	68	63	63	68	51	50	63	63	65	57

TABLE 4: 13-Year-Olds (continued)

Goal Number	Objective Number	Question Number	Description of Item	Percentage of Students Answering Correctly													
				Connecticut													Nation
				All Students	Sex		Region*						Size of Community				
					M	F	1	2	3	4	5	6	1	2	3	4	
IV	8	50	The largest business in your community makes cars. This tells you the company:	22	26	19	22	27	21	24	27	18	16	22	20	27	
		52	What happens when an item which many people want to purchase becomes scarce?	79	78	79	84	83	78	83	85	75	64	80	78	85	
		61	"The country is rich in natural resources." United States, Soviet Union, or both?	66	71	61	71	67	64	66	66	69	62	64	67	67	68
		62	"Industry is based on government ownership and control." U.S., Soviet Union, or both?	42	47	38	45	48	44	41	44	41	32	41	45	46	36
V	9	5	Why did early settlers on the Great Plains build houses made of sod?	71	71	72	71	71	72	73	77	75	63	74	70	74	
		33	*Map* - Where would you be most likely to find a city located?	51	59	44	56	60	56	51	52	41	33	51	50	60	
		51	Which change is LEAST likely if water is taken from a river and sent to a desert?	43	44	43	46	45	43	47	47	41	35	42	44	48	
		65	Choose evidence man has changed physical environment in major way in Swiss valley.	42	45	40	49	43	42	47	44	39	35	42	40	48	
VI	10	15	*List of Activities* - Who usually does all of these things in our country?	83	80	85	85	84	85	84	84	79	74	84	83	85	
		27	Choose functions of a family settling in Connecticut during the 1640's.	79	78	80	81	85	78	81	84	75	68	83	78	82	
		54	Choose the ONE group represented by the statement, "I am a Democrat."	60	60	61	67	65	60	62	64	49	53	60	61	64	
		66	A social condition likely to result from an improved transportation system is:	55	53	58	57	60	58	52	60	45	49	55	57	57	
VII	12	7	Which ONE of the following would you NOT be likely to find in every culture?	60	60	60	64	66	65	57	61	57	47	59	62	65	
		25	How are people in Japan, France, and the United States alike?	61	61	60	64	66	64	61	61	56	49	62	62	64	
		32	Most people in cultures throughout the world have a major form of:	73	77	69	74	79	73	74	72	64	69	76	73	72	
VII	13	2	Believing that our country is BEST is an example of:	31	28	34	34	38	30	30	41	24	21	32	29	36	
		53	Because of changing roles for men and women in the U.S., there have been:	80	77	83	86	85	82	80	85	69	70	82	81	82	
		57	*Description of Remote Tribe* - What seems to be a basic belief of this tribe?	77	75	79	78	80	79	78	82	74	68	78	80	79	
		60	Which of these MOST influences what people think their sex roles should be?	42	39	45	40	44	44	45	45	40	35	43	42	45	
VIII	14	55	Choose best source to find recent magazine article on Marie Bancroft Weaver.	29	29	29	30	29	32	27	25	24	29	26	27	31	32
		58	*Statement by Mr. Jones* - Choose statement which tells what Mr. Jones suggests.	51	48	54	52	56	50	58	57	39	42	54	53	52	53
		59	*2 Statements* - What is a logical conclusion to these 2 statements?	59	59	59	64	64	58	60	67	53	47	61	57	64	47
		63	Choose BEST library card to help find out how Lincoln and the South interacted.	77	74	80	80	80	81	79	87	63	63	80	79	81	78
		64	*Graph* - The average price of apples was highest in which month?	91	92	90	95	93	94	94	93	80	81	94	92	92	93

TABLE 5

Test Item Performance of 17-Year-Old Eleventh-Graders in Connecticut by Sex of Student, in Each Region, and in Each Size of Community with National (NAEP) Results Where Applicable

Goal Number	Objective Number	Question Number	Description of Item	Percentage of Students Answering Correctly													
				Connecticut													Nation
				All Students	Sex		Region*						Size of Community				
					M	F	1	2	3	4	5	6	1	2	3	4	
I	1	3	The first written constitution in America was:	6	5	6	6	4	6	9	3	3	5	6	7	5	
		4	The 1954 Supreme Court ruling against segregated school systems was based on:	51	52	49	48	66	51	47	49	39	50	50	49	53	
		9	Which document warns other nations not to acquire more colonies in the Americas?	67	67	67	68	72	71	65	59	84	55	67	69	70	
		10	In what war did the United States fight against Japan?	69	80	58	70	78	69	73	65	76	57	73	71	70	
		11	The purpose of writing the Constitution of the United States was to:	60	61	59	59	74	64	58	60	60	44	61	63	64	
		24	Which pair of situations contains 2 problems that are directly related?	64	64	65	66	76	66	63	69	59	47	69	63	68	
		26	What event was a factor in the westward movement in America in the 1800's?	82	88	77	82	86	86	81	86	87	68	83	82	87	
		47	What is a reason the American colonies rebelled against Great Britain?	64	68	60	66	73	67	58	62	68	54	65	63	67	59
I	2	1	Which country has had the MOST influence on the way of life of the United States?	87	87	87	88	93	88	87	87	85	80	87	86	90	78
		8	From what people did we get the number system that we use today?	31	32	29	22	38	32	36	27	33	23	34	33	29	
		28	What change occurred in England when the Industrial Revolution began?	73	77	68	61	75	73	72	77	77	69	75	75	72	
		45	The Declaration of Independence has best aided other nations in that:	36	35	37	35	43	39	32	34	35	31	40	33	37	
		53	The Greek civilization influenced American culture most in the area of:	73	73	72	70	74	73	75	73	82	66	71	74	75	
II	3	12	Driver's licenses are issued by which level of government?	88	91	85	87	90	91	90	86	84	80	90	87	90	
		25	% *of Popular Votes in Presidential Election* - Electoral vote equivalent?	38	43	33	41	45	40	37	35	31	30	41	38	39	26
		40	Which branch of government is responsible for writing and passing laws?	74	77	72	76	81	77	73	80	70	62	78	74	77	71
		41	Which branch of government is responsible for directing the carrying out of laws?	36	38	35	36	42	39	35	36	31	32	39	37	36	35
		42	Which branch of government is responsible for judging if laws are constitutional?	71	73	69	68	79	74	69	68	72	63	74	68	73	70
		43	Which branch of government is responsible for vetoing bills?	70	73	67	70	77	73	70	73	67	58	75	69	72	63

* Regions do not include "Big Cities."
** Open-ended item. Mastery criteria: Item #21 = 2 of 2 correct.

TABLE 5: 17-Year-Olds (continued)

Goal Number	Objective Number	Question Number	Description of Item	Percentage of Students Answering Correctly													
				Connecticut													Nation
				All Students	Sex		Region*						Size of Community				
					M	F	1	2	3	4	5	6	1	2	3	4	
II	3	44	Which branch of government is responsible for approving presidential appointments?	48	53	42	39	55	53	41	48	48	44	48	47	49	45
		46	When might a state have more senators than it has representatives?	46	51	40	42	59	51	41	46	41	33	50	44	49	37
II	4	6	One disadvantage of a constitutional form of government as compared to others is:	59	58	59	63	67	60	56	56	60	50	63	55	61	
		16	The principle that the majority should rule is based on all the following ideas EXCEPT:	55	55	55	53	62	54	59	55	59	44	57	53	59	
		20	*Statements of 4 Speakers* - Which speaker probably lives in a dictatorship?	64	69	59	63	72	68	67	65	65	46	71	64	66	
		29	Education for the children is a characteristic of:	60	58	62	61	69	60	58	61	60	57	61	57	64	
		30	Opposition to the leadership in power, publicly expressed, is characteristic of:	67	70	63	65	75	72	63	62	62	59	71	65	67	
		50	The main difference between the press in a democracy and a dictatorship is that:	81	83	78	85	88	84	79	80	81	67	84	81	84	
II	11	19	What is the main purpose of the United Nations?	83	83	82	84	88	84	81	84	80	77	84	83	84	84
		31	In which situation would the 2 neighboring countries be likely to work together?	95	95	96	95	98	97	96	96	97	89	96	95	98	
		34	Choose most difficult aspect of immigration problem for country described?	55	54	57	54	62	58	57	53	51	46	58	53	59	
		36	Choose the BEST first step toward solving a problem involving dissatisfied neighbors.	94	93	95	95	95	94	95	95	97	89	93	95	95	
		66	All of the following could help solve the world hunger problem EXCEPT:	53	57	48	49	60	58	49	56	53	39	54	51	58	
III	5	23	In a court, who must make sure the trial is fair and run according to the rules?	91	92	90	90	95	92	93	92	89	84	93	92	92	
		37	Segregation has all of these social consequences EXCEPT that it:	51	50	52	55	59	54	51	53	44	38	55	50	54	
		38	An accused terrorist refuses to testify on grounds of self-incrimination. Must he?	57	62	52	50	70	59	60	57	53	47	65	57	56	49
		39	Group of people shout to drown out speaker in a city park. They should realize that:	91	89	92	93	91	93	91	93	94	80	92	91	94	
		63	Why did Supreme Court rule it unconstitutional to require prayer in public schools?	54	56	52	51	66	61	52	47	47	43	57	56	55	49
III	6	13	Of the following, the most basic duty of a citizen is to:	93	93	94	93	94	95	93	89	97	89	95	94	92	
		17	Serving on a jury is:	68	70	65	64	74	66	73	71	70	58	70	65	72	
III	7	14	Sometimes civil disobedience is a useful method for bringing change because it:	71	73	70	71	80	76	71	67	69	58	78	70	72	
		18	Why do we usually have at least 2 candidates for each office in an election?	94	95	93	93	96	96	93	93	96	88	95	95	94	92
		21**	What are the 2 largest political parties in the United States?	93	93	93	94	95	96	94	93	93	79	95	94	95	87
		22**	Name another political party in the United States.	24	27	22	20	36	24	33	19	11	19	29	21	25	41
		35	TV stations reluctant to air controversial editorials are probably concerned about:	53	56	50	49	64	56	54	53	45	43	61	51	54	

TABLE 5: 17-Year-Olds (continued)

Goal Number	Objective Number	Question Number	Description of Item	Percentage of Students Answering Correctly													
				Connecticut													Nation
				All Students	Sex		Region*						Size of Community				
					M	F	1	2	3	4	5	6	1	2	3	4	
IV	8	48	Specialization and division of labor result in:	53	54	52	59	57	57	52	54	49	40	54	52	59	
		49	Of a list of purchases, which is in the group of consumer vs. producer goods?	79	80	77	78	81	84	80	75	75	69	81	80	80	81
		52	What happens when an item which many people want to purchase becomes scarce?	92	91	92	92	97	93	92	95	94	80	94	93	94	
		61	"The country is rich in natural resources." U.S., Soviet Union or both?	71	75	67	74	75	72	70	76	78	58	71	72	76	70
		62	"Industry is based on government ownership and control." U.S., Soviet Union or both?	73	77	68	76	82	73	75	76	73	55	77	72	77	75
V	9	5	Why did early settlers on the Great Plains build houses made of sod?	83	85	82	86	84	84	87	86	84	73	85	85	85	
		33	*Map* - Where would you be most likely to find a city located?	64	70	58	61	71	71	58	69	73	42	65	66	70	
		51	Which change is LEAST likely if water is taken from a river and sent to a desert?	36	33	39	32	27	35	40	38	40	42	33	38	35	
VI	10	15	*List of Activities* - Who usually does all of these things in our country?	91	89	92	94	95	92	91	91	91	82	93	92	92	
		27	Choose functions of a family settling in Connecticut during the 1640's.	87	88	86	87	88	88	90	86	93	81	90	85	89	
		54	Choose the ONE group represented by the statement, "I am a Democrat."	75	75	74	71	86	79	73	72	78	62	76	74	78	
VII	12	7	Which ONE of the following would you NOT be likely to find in every culture?	71	71	71	75	79	74	73	71	62	55	75	69	75	
		32	Most people in cultures throughout the world have a major form of:	84	87	81	88	90	85	81	85	81	78	85	82	88	
VII	13	2	Believing that our country is BEST is an example of:	55	51	59	58	65	56	58	54	60	38	59	53	62	
		56	A Soviet citizen might believe that poverty in the U.S. is the result of:	44	46	42	45	54	46	45	38	31	34	49	39	47	
		60	Which of these MOST influences what people think their sex roles should be?	57	52	61	60	64	61	54	58	51	42	59	54	63	
		65	Which ONE of the following statements BEST states the relationship?	34	35	33	37	35	34	31	36	34	32	37	32	34	
VIII	14	55	Choose best source to find recent magazine article on Marie Bancroft Weaver.	50	49	51	49	61	55	48	49	51	33	55	47	55	51
		57	*Statements of 4 Speakers* - Which speaker bases his opinion on facts, not feelings?	83	81	85	85	86	82	82	84	89	76	84	83	85	90
		58	*Statement by Mr. Jones* - Choose statement which tells what Mr. Jones suggests.	75	73	76	73	82	78	74	74	75	62	78	76	76	83
		59	*2 Statements* - What is a logical conclusion to these 2 statements?	77	77	77	81	88	80	75	81	72	57	81	77	80	86
		64	*Graph* - The average price of apples was highest in which month?	96	96	96	98	96	97	97	96	97	93	97	96	97	97

TABLE 6

Comparing Performance of Connecticut Age/Grade Levels

Question Number	Percentage of Students Answering Correctly			Question Number	Percentage of Students Answering Correctly		
	Age 9	Age 13	Age 17		Age 9	Age 13	Age 17
1	53	82	87	36		91	94
2		31	55	37	83	91	
3		6	6				
4	97	99		39		74	91
5		71	83	40		55	74
				41		29	36
7		60	71	42		66	71
8		27	31	43		49	70
9		28	67	44		30	48
10		57	69				
11		32	60	46		28	46
12*	25	65	88	47		51	64
13		81	93	48		34	53
14		50	71	49		62	79
15	58	83	91				
16		39	55	51*		43	36
17		55	68	52		79	92
18*	72	86	94				
19		64	83	54		60	75
20		37	64	55		29	50
21		71	93				
22		5	13				
23	72	80	91	58		51	75
				59		59	77
25	45	61		60		42	57
26*		71	82	61		66	71
27		79	87	62		42	73
28		54	73				
29		55	60	64		91	96
30		52	67				
31		87	95				
32		73	84				
33	22	51	64				
34		39	55				

* Items slightly different at one or more age levels

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